Indiana YouthPRO Association, IYD Competencies Covered	Institution's Name	School	Department	Course Code	Course Title	Institution's Web Site	Course Description
Appreciates Children/Youth	Grace College	School of Ministry	Biblical Studies	YMI224	Strategizing for Church and Campus Youth Programming	http://www.grace.edu/academics/registrar/09-10_catalog.php	Strategies will be developed for establishing strong ministry teams and for ministering to junior and senior high students, as well as to recent graduates. Students will examine the role in youth ministries of the Christian school, home schooling, and the public school. They will explore and analyze various curriculums and develop strategies for meeting the needs of youth in complex family and societal structures. Prerequisite: YMI214. Three hours
Appreciates Children/Youth, Guidance Skills	Goshen College		Bible Religion and Philosophy	REL210	Intro to Youth Ministry 3	http://www.goshen.edu/academics/departments/	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 will also be given to issues regarding size of youth groups, organizational nature of ministry, mentoring, abuse, suicide, evaluation, self-care, humor and recreation. Includes attending a national or regional youth ministry training event.
Appreciates Youth/Children, Observation/Assessment Methods	Indiana Wesleyan University	College of Arts and Sciences	School of Theology and Ministry	CED354	Works with Children	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	A study of the characteristics of various age levels of children and some of the methods, materials, and programs for ministering to them through the local church. Prerequisite: Open to juniors or seniors who have been admitted to the CED major or permission of the Division.
Assures a Healthy and Safe Environment	University of Indianapolis	School of Education	Kinesiology	KINS250	First Aid and CPR	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Class designed to teach emergency response procedures. Topics include rescue breathing; cardiopulmonary resuscitation; airway obstruction emergencies that include adult, child, and infant CPR; rescue breathing; and principles of responding to emergencies. Student certified by American Red Cross upon satisfactory completion,of course requirements. *Lab fee $10.*
Assures a Healthy and Safe Environment, Self Development	University of Indianapolis	School of Education	Kinesiology	KINS101	Wellness/Fitness for Life	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	This one-hour course includes four dimensions: (1) physical fitness testing, recommended quantity of exercise, target heart rate, strength training, nutrition, eating disorders, and alcohol, drugs, and tobacco; (2) social management of stress, sexually transmitted diseases, and facts about HIV; (3) spiritual and emotional wellness and spirituality as well as positive self-esteem; and (4) health risk appraisal and cholesterol and blood pressure checks. *Lab fee: $20.*
Assures a Safe and Healthy Environment	Anderson University	College of Science and Humanities	Biology	BIOL2400	Personal and Community Health	http://www.anderson.edu/registrar/catalog1012.pdf	Health problems of individual, home, school, and community. Covers nutrition, child growth, personality development, home living, and the human body. Includes application of exercise to the maintenance of individual and community health.
Assures a Safe and Healthy Environment	Anderson University	College of Science and Humanities	Kinesiology	PEHS1450	First Aid	http://www.anderson.edu/registrar/catalog1012.pdf	Students earn American Red Cross Responding to Emergencies certification upon successful completion (includes first aid, community CPR and AED).
Assures a Safe and Healthy Environment	Anderson University	College of Science and Humanities	Kinesiology	PEHS2100	Health Concepts I	http://www.anderson.edu/registrar/catalog1012.pdf	Examines nutrition, nutritional choices, myths, and misconceptions about diet. Examines appropriate and inappropriate use of drugs and other chemical substances, including alcohol, tobacco, over-the-counter and prescription drugs.
Assures a Safe and Healthy Environment	Anderson University	College of Science and Humanities	Kinesiology	PEHS3100	Health Concepts II	http://www.anderson.edu/registrar/catalog1012.pdf	Examines the prevalence and types of disease. Discusses prevention and treatment of common diseases. Examines stress, good and harmful. Discusses coping behaviors. Examines human sexuality, including gender identity and roles, behavioral choices and their consequences. Examines the healthy and natural process of death/dying. Discusses sociological, emotional, and spiritual aspects of end-of-life issues.
Assures a Safe and Healthy Environment	Anderson University	College of Science and Humanities	Kinesiology	ATRG1460	Emergency Response	http://www.anderson.edu/registrar/catalog1012.pdf	Prepares students to earn American Red Cross certification in first aid, CPR for the professional rescuer, and AED upon successful completion of the course. Splinting, spine boarding, and wound care are covered in the lab portion of the course
Assures a Safe and Healthy Environment	Ball State University	College of Applied Science and Technology	Family and Consumer Sciences	FCSFC202	Family Wellness	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/fcs02_cast.html#(FAMILY%20AND%20CONSUMER%20SCIENCES%20(FCS)	Investigates the dimensions of wellness, focusing on the interaction of these with the individual, family, and community. Identifies healthy family practices emphasizing potential and resiliency.

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

Assures a Safe and Healthy Environment	Franklin College		Health/Phys Ed/Recreation	HSE222	First Aid/CPR/AED for the Professional Rescuer	http://www.franklincollege.edu/catalog	This course is designed with the purpose of handling all types of emergency first aid and CPR situations encountered in everyday living. American Red Cross certification in community first aid and CPR/AED for the professional rescuer is available upon successful completion of the class. A course fee is associated with this class. Fall and spring.
Assures a Safe and Healthy Environment	Goshen College		Physical Education	PHED102	First Aid and CPR	http://www.goshen.edu/academics/departments/	The course will provide an Introduction to first aid, practical experience in basic first aid skills, first aid for specific sport inquiries and a practical guide to sport related liability. Successful completion of the course results in certification for one year.
Assures a Safe and Healthy Environment	Hanover College	School of Natural Sciences	Exercise Science	EXS225	Nutrition	http://www.hanover.edu/academics/programs/	The study of the nutrients in foods and of the body's handling of them, including: ingestion, digestion, absorption, transport, metabolism, interaction, storage, and excretion. Emphasis will be placed on the effect nutrition plays on health and weight management.
Assures a Safe and Healthy Environment	Huntington University	Division of Education, Kinesiology and Recreation Management	Education	ED410HEA	Health and Safety Curriculum and Methods	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	Students learn creative and effective planning, instructional strategies and current curricular theories for teaching middle school and high school health courses. The course examines Indiana health curriculum standards and health teacher standards. A 20-hour field experience is required.
Assures a Safe and Healthy Environment	Huntington University	Division of Education, Kinesiology and Recreation Management	Kinesiology	EX271	Nutrition	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	A general course designed to address dietary needs of individuals of all ages. Some attention will be given to the role of the nurse, dietician and community agencies in promoting good health through the proper use of food. *Identical with BI 271.*
Assures a Safe and Healthy Environment	Huntington University	Division of Education, Kinesiology and Recreation Management	Physical Education	PE110	Introduction to Physical Wellness	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	Topics will introduce the student to health related values of physical wellness, including physical fitness, nutrition and weight control, activity and heart disease, methods of conditioning, relaxation and stress and leisure time sports. *One lecture and one laboratory period per week.*
Assures a Safe and Healthy Environment	Huntington University	Division of Education, Kinesiology and Recreation Management	Physical Education	PE251	First Aid and CPR	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	A practical course dealing with principles of first aid and cardiopulmonary resuscitation (CPR). Successful completion of the course will result in Adult CPR certification and allow the student to teach First Aid and CPR through the American Red Cross.
Assures a Safe and Healthy Environment	Indiana Wesleyan University	College of Arts and Sciences	School of Physical and Applied Sciences	PHE162	Personal Health	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	Health comprises a range of states, but wellness is maximal health. The well 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 health today lies largely within the individual. Learning about health and employing that learning in life-style choices are wise investments of personal energy. The object of each health module is not only to develop and value optimal health behavior, but also to learn the steps toward establishing that behavior as a routine.
Assures a Safe and Healthy Environment	Indiana Wesleyan University	College of Arts and Sciences	School of Physical and Applied Sciences	PHE163	School Health and Safety	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	Principles, objectives, and methods are emphasized, as well as contemporary health concepts designed to give prospective teachers and others an understanding of a well-balanced health and safety program.
Assures a Safe and Healthy Environment	Indiana Wesleyan University	College of Arts and Sciences	School of Physical and Applied Sciences	PHE230	First Aid Basics	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	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-support techniques for victims of respiratory emergency and cardiac arrest. Qualifying students receive American Red Cross First Aid Certificate.

Assures a Safe and Healthy Environment	Manchester College		Exercise and Sport Sciences	111	First Aid	http://www.manchester.edu/catalog/majorminor.htm	The principles and procedures of standard first aid and infant and child CPR are covered. Students will combine theoretical and practical work to gain Red Cross certifications. In addition, preventive injury concepts and introductory taping and wrapping techniques will be presented. Fall. Spring.
Assures a Safe and Healthy Environment	Manchester College		Exercise and Sport Sciences	113	Emergency Care for the Physically Active	http://www.manchester.edu/catalog/majorminor.htm	Emergency management of common injuries in the physically active population. Includes CPR for the professional rescuer, use of automatic external defibrillators, spine-boarding and fracture-splinting techniques. Emphasis is on recognition, assessment and immediate treatment of injuries and illnesses. Spring.
Assures a Safe and Healthy Environment	Manchester College		Exercise and Sport Sciences	200	Basic Principles of Nutrition	http://www.manchester.edu/catalog/majorminor.htm	Basic nutrition with emphasis on the principles and theories of the function and interrelationships of the nutrients. The application of nutrition for the needs of the various life stages. Therapeutic diets are reviewed. Research paper is required. Fall.
Assures a Safe and Healthy Environment	Manchester College		Exercise and Sport Sciences	333	Health Education	http://www.manchester.edu/catalog/majorminor.htm	Course emphasizing current topics in health and total wellness, and exposing the student to creative procedures for teaching health in a student-centered classroom. Fall, odd years.
Assures a Safe and Healthy Environment	Manchester College		Exercise and Sport Sciences	235	Drug and Alcohol Education	http://www.manchester.edu/catalog/majorminor.htm	A course designed to identify current drug and alcohol use within communities and to develop strategies for effective educational programs at various levels. Fall.
Assures a Safe and Healthy Environment	Marian University	School of Education	Education-Sport Science	ESS249	School Health Education	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	This course is designed to prepare the health educator in teaching for school health throughout the school curriculum. Emphasis will be on the content, activities, and resources to help the classroom teacher deliver health instruction to K – 12 students and thereby help the students form a positive foundation from lifetime health and wellness. (ADD)
Assures a Safe and Healthy Environment	Marian University	School of Education	Education-Sport Science	ESS230	First Aid	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Methods of rendering aid in case of sudden illness or accident. The student receives instruction on how to care for himself as well as others in emergency situations. Methods of maintaining optimal health are introduced. Instruction on how to perform CPR (cardio-pulmonary resuscitation) is provided. Fee required. (SEM)
Assures a Safe and Healthy Environment	Marian University	School of Education	Education-Sport Science	ESS370	Personal and Community Health and Safety	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	An investigation into personal and community health problems. Course work is focused on preparing the individual to teach health at the high school level. (ADD)
Assures a Safe and Healthy Environment	Oakland City University	School of Arts and Sciences	Physical Education	PE210	Health Education	http://www.oak.edu/academics/index.php	Essential knowledge, attitude, and skills of healthful living, including substance abuse, chemical dependence, nutrition, mental health, aging, death, communicable and noncommunicable diseases, and sexuality and intimate relationships.
Assures a Safe and Healthy Environment	Oakland City University	School of Arts and Sciences	Physical Education	PE215	Safety Education	http://www.oak.edu/academics/index.php	Safety is stressed as a personal focus with emphasis on safety procedures in the home, work, school, and community. Included are topics on substance abuse, traffic, crime, firearms, man-made disasters, natural disasters, toxic waste disposal, fire safety, liability, and the history of safety.
Assures a Safe and Healthy Environment	Oakland City University	School of Arts and Sciences	Physical Education	PE235	First Aid and CPR	http://www.oak.edu/academics/index.php	Essential knowledge of prevention and care for emergencies, accidents, and sudden illness. Topics include: shock, artificial respiration, cardiopulmonary resuscitation, care of obstructed airway, and poisoning. Other areas are drugs and their abuse, burns, cold, heat exposure, wounds, and specific injuries.
Assures a Safe and Healthy Environment	St. Joseph College	Natural Science	Physical Education	PE216	Nutrition	www.saintjoe.edu	Overview of nutrition as it relates to societal needs and available information. The examination of current theories and literature in nutrition as it relates to fitness and health with special emphasis on somatotypical differences and trends.
Assures a Safe and Healthy Environment	St. Joseph College	Natural Science	Physical Education	PE223	CPR Training	www.saintjoe.edu	Standard Red Cross CPR training.

Assures a Safe and Healthy Environment	St. Joseph College	Natural Science	Physical Education	PE224	Standard Red Cross Training (First Responder)	www.saintjoe.edu	Training in First Responder's role in aiding victims of sudden illness or accident course. **Prerequisite: PE 223**
Assures a Safe and Healthy Environment	St. Mary of the Woods College	Sciences & Mathematics	Biology	BI 313	Nutrition and Health Education	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Designed primarily for elementary education majors, deals with the principles of health and nutrition. Emphasis on promotion of personal health, management of classroom health and nutrition, plus methods for teaching this subject at the elementary school level. Every other year.
Assures a Safe and Healthy Environment	Trine University	Education	Health and Physical Education	HPE131	First Aid	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	Classroom discussion and practical application of basic first aid principles. American Red Cross certification available.
Assures a Safe and Healthy Environment	Trine University	Education	Health and Physical Education	HPE273	Nutrition	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	A review of the nature of nutritional needs. Focus will include the function of nutrients in the body, weight control and the importance of balanced diets.
Assures a Safe and Healthy Environment	University of Evansville	College of Education and Health Science	Exercise and Sport Science	EXSS320	Nutrition for Performance and Health	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Provides an overview of the important concepts of nutrition that are required for athletic performance and general health benefits. Current topics in nutrition, team nutrition, performance, ergogenic aids, and diets reviewed and critiqued.
Assures a Safe and Healthy Environment	University of Evansville	College of Education and Health Science	Physical Education	HE160	First Aid and CPR	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Basic American Red Cross first aid and cardiopulmonary resuscitation certification for adult, child, and infant.
Assures a Safe and Healthy Environment	University of Indianapolis	School of Education	Kinesiology	KINS320	General Safety	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	The study of the nature and scope, cause and prevention, and statistical analysis of the various kinds of accidents that occur in our society. Occupational and recreational safety as well as natural and man-made disasters will be researched. This course focuses on home, school, and traffic safety, including all aspects of safety instruction and providing a safe environment.
Assures a Safe and Healthy Environment	University of Southern Indiana	College of Education and Human Services	Physical Education	PED282	First Aid	http://www.usi.edu/educ/physed/coursedescrip.asp#activity_courses	Course includes first aid measures recommended by the American Red Cross. Skill training provided for certification in Standard First Aid and CPR. Sp, F
Assures a Safe and Healthy Environment	University of Southern Indiana	College of Education and Human Services	Physical Education	PED286	Safety Education	http://www.usi.edu/educ/physed/coursedescrip.asp#activity_courses	This course is designed to examine the hazards present in all aspects of modern life as applied to school aged children that may produce property damage, injury, and/or illness. The activities of transportation, recreation, education, and home living are assessed for safety. Intervention strategies are presented. A field experience at a local safety agency may be required.
Assures a Safe and Healthy Environment	University of Southern Indiana	College of Nursing and Health Professions	Food & Nutrition	NUT376	Principles and Applications of Nutrition	http://health.usi.edu/acadprog/fdnutr/Nutr%20Well%20Course%20Desc%20for%20Web%20Page.pdf	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 nutrition will allow the student to personalize information to fit their lifestyle. Special attention to nutrition for the developing human and lectures focusing on nutrition counseling will address the needs of the dental hygiene student and other health professionals seeking concepts in applied nutrition. Prereq: MATH 108 and CHEM 107 recommended. F, Sp, Su
Assures a Safe and Healthy Environment	University of Southern Indiana	College of Nursing and Health Professions	Food & Nutrition	NUT396	Nutrition throughout the Lifecycle	http://health.usi.edu/acadprog/fdnutr/Nutr%20Well%20Course%20Desc%20for%20Web%20Page.pdf	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 concerns be examined for pregnant women, breastfeeding mothers, and the growing infant, child, and adolescent. Students will investigate nutrition-related conditions during the life cycle and offer appropriate suggestions for management of these concerns. Recommendations for preventing disease and promoting healthy aging will be discussed. Prereq: NUTR 376. F
Assures a Safe and Healthy Environment	Indiana University Purdue University-Indianapolis	School of Physical Education and Tourism Management	Physical Education	H160	First Aid and Emergency Care	www.iupui.edu	Lecture and demonstration of first-aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning, and poisons, with skill training in all procedures.

Assures a Safe and Healthy Environment	Indiana University Purdue University-Indianapolis	School of Physical Education and Tourism Management	Physical Education	N220	Nutrition for Health	www.iupui.edu	Basic principles of nutrition, with emphasis on identification, functions, and food sources of nutrients required by individuals for optimum health and development.
Assures a Safe and Healthy Environment	Indiana University Purdue University-Indianapolis	School of Physical Education and Tourism Management	Tourism, Conventions and Event Managemen t	FN 303	Essentials of Nutrition	www.iupui.edu	Basic nutrition and its application in meeting nutritional needs of all ages. Consideration is given to food selection, legislation, and community nutrition education programs.
Assures a Safe and Healthy Environment	Indiana University Purdue University-Indianapolis	School of Physical Education and Tourism Management	Tourism, Conventions and Event Managemen t	FN 315	Fundamentals of Nutrition	www.iupui.edu	Basic principles of nutrition and their application in meeting nutritional needs during the life cycle.
Assures a Safe and Healthy Environment, Planning for Physical Learning	Bethel College	School of Education	Health and Physical Education	PHED253	Elementary Health & PE Methods	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	Healthy lifestyle instruction of the elementary school child. Meets practical needs of the teacher of elementary school children. Emphasis on perceptual and motor development, exercise, appropriate diet, safety, teaching methods and integrative school curriculum. Field experience included.
Assures a Safe and Healthy Environment, Planning for Physical Learning	University of Phoenix-Indianapolis	Education	Education	EED425	Elementary Methods: Health & PE	http://www.phoenix.edu/programs/continuing-education/individual-courses.html	This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.
Assures a Safe and Healthy Environment, Self Development	Ball State University	College of Applied Science and Technology	Family and Consumer Sciences	FCSFN275	Personal Nutrition	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/fcs02_cast.html#(FAMILY%20AND%20CONSUMER%20SCIENCES%20(FCS)	Emphasizes the principles of nutrition and their application to daily living. The relationship between diet and health, the role of nutrition in reducing individual health risk, and contemporary issues in nutrition will be discussed.
Assures Safe and Healthy Environment	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	PEP250	First Aid	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#PHYSICAL%20EDUCATION:%20FITNESS/WELLNESS%20(PEFWL)	First aid, CPR, and Blood borne Pathogens Training and certification as outlined by nationally recognized agencies. Designed for majors or minors in the School of Physical Education, Sport, and Exercise Science.
Ethical and Responsible Employee	Anderson University	College of Education	Education	SPED4200	Legal Issues in Special Education	http://www.anderson.edu/registrar/catalog1012.pdf	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 procedural rights of the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Indiana's Article 7, and social/communication disorders in students with learning disabilities.
Ethical and Responsible Employee	Anderson University	College of Religious Studies	Philosophy	PHIL2120	Ethics	http://www.anderson.edu/registrar/catalog1012.pdf	Classical and contemporary considerations of moral issues and nature and status of ethical theory.
Ethical and Responsible Employee	Ball State University	Teacher's College	Educational Studies	EDAD486	Legal Aspects of Education for Future Teachers	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/edlead02_tc.html#EDUCATION:%20ADMINISTRATION%20(EDAD)	Special attention will focus on legal foundations of education, rights and responsibilities of teachers (employment, tenure, fringe benefits, liability, and negotiations), and rights and responsibilities of students (attendance, discipline, and due process).

Ethical and Responsible Employee	Bethel College	School of Business and Social Sciences	Business	BUSAD112	Business Ethics	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	Acquaints beginning students with basic moral and ethical issues involved in running a business, and including the role of business within the society. Classical ethical systems are introduced with major focus on biblical perspectives for ethical decision making
Ethical and Responsible Employee	Bethel College	School of Business and Social Sciences	History and Contemporary Society	PHIL321	Ethics and Value Theory	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	An examination of the primary ethical theories. Emphasis is placed on Christian ethics in a social context. Aesthetics and other value theory topics may also be included.
Ethical and Responsible Employee	Bethel College		Human Services	HS278	Introduction to the Human Services Profession	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	A study of the human service profession with emphasis on the history, philosophy, ethics, knowledge and skills of the practitioner in various settings. Course materials and field trips link theory and practice.
Ethical and Responsible Employee	Butler University	School of Liberal Arts	Philosophy	PL360	Ethics	http://www.butler.edu/registrar/classes/courses	An examination of the fundamental concepts and problems of morality, facts and values, duty and self-interest and the logic and justification of moral judgments. Attention to major figures in history of ethical theory such as Aristotle, Butler, Kant and Mill.
Ethical and Responsible Employee	Calumet College of St. Joseph		Natural and Social Sciences	Phil360	Ethics	http://www.ccsj.edu/academics/resources/catalogs.html	This course examines norms for human action; their nature, possibility and foundations; alternative theories of morality and value; the role of values and norms in the process of making moral decisions and their application in practice.
Ethical and Responsible Employee	Calumet College of St. Joseph		Natural and Social Sciences	Phil375	Business and Professional Ethics	http://www.ccsj.edu/academics/resources/catalogs.html	This course will investigate some of the major social and ethical issues associated with business and the professions. Topics to be covered include theories of right and wrong, relativism, the justification of moral judgments, the social responsibilities of business employers, bluffing in negotiations, deception in advertising, extortion, decision-making role of the professional and professional responsibility.
Ethical and Responsible Employee	Calumet College of St. Joseph		Public Safety and Criminal Justice	CRIJ400	Ethics in the Criminal Justice System	http://www.ccsj.edu/academics/resources/catalogs.html	This course introduces students to ethical concepts that are relevant to resolving moral issues in criminal justice professions. It is designed to aid students in developing the reasoning and analytical skills needed to apply ethical concepts as required by appropriate decision making. Case studies and court decisions will be examined.
Ethical and Responsible Employee	DePauw University	College of Liberal Arts	Philosophy	PHIL230	Ethical Theory	http://www.depauw.edu/catalog/section3.asp	Historical and contemporary answers to some of the main problems of ethics, including the standard of right and wrong, the criteria of goodness, the possibility of ethical knowledge and the place of reason in ethics.
Ethical and Responsible Employee	DePauw University	College of Liberal Arts	Philosophy	PHIL231	Leadership and Responsibility	http://www.depauw.edu/catalog/section3.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 followers, the challenges of leadership in a diverse society. Particular attention given to key figures and events in the civil rights movement as a way of illustrating and illuminating concepts covered in the course.
Ethical and Responsible Employee	Earlham College		Human Development and Social Relations	HDSR479	Ethics and Social Justice	http://www.earlham.edu/curriculumguide/hdsr/courses.html	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 change. Works from the conceptual framework of ethics — the translation of values and reasoning into philosophical principles to guide personal and institutional actions. Special attention to inequality, oppression, struggle and resistance. Examines the manner in which a sense of self is rooted in socially constructed categories of gender, race, ethnicity, class and sexuality. Prerequisite: HDSR 359. (D-D, W)
Ethical and Responsible Employee	Earlham College		Outdoor Education	EDUC220	Wilderness Ethics	http://www.earlham.edu/curriculumguide/outdooreducation/courses.html	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 environmentalism considered and critiqued in light of their functioning as "normative ideals" for a right relationship with the more than human world. Prerequisite: Previous courses in ENPR or consent of the instructor. Also listed as ENPR 220. (AY)
Ethical and Responsible Employee	Goshen College		Bible Religion and Philosophy	PHIL302	Ethics and Morality 3	http://www.goshen.edu/academics/departments/	A study of the nature of moral claims and the bases for ethical principles. The course draws on both moral philosophy and on Christian ethical reflection, addressing the development of character as well as the patterns and methods for both individual and corporate decision-making.

Ethical and Responsible Employee	Grace College	School of Ministry	Biblical Studies	PHI310	Ethics	http://www.grace.edu/academics/registrar/09-10_catalog.php	Students will explore ethical principles for making judgments and choices on moral issues. They will study what various philosophers have said is good and right and leads to true happiness. They will examine various systems of ethics and values as well as the philosophical basis behind them. Applying biblical data to contemporary ethical issues, they will develop a Christian view of ethics. Three hours.
Ethical and Responsible Employee	Hanover College	School of Social Sciences	Philosophy	PHI165	Philosophy and Ethics	http://www.hanover.edu/academics/programs/	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 nature of the good? In combination with ThS 165, satisfies the Examined Life LADR. Not open to students who have credit in 100-level philosophy courses. Must be completed by the end of the sophomore year.
Ethical and Responsible Employee	Huntington University	Division of Philosophical and Religious Studies	Philosophy	PL260	Ethics	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	A consideration of various problems in philosophical ethics on the basis of historical and contemporary readings, with an attempt to establish a philosophical framework for moral decision making. Certain topics in Christian ethics will also be discussed.
Ethical and Responsible Employee	Ancilla College	Division of Humanities	Philosophy	PHIL155	Ethics	http://www.ancilla.edu/academics/course-descriptions.htm	Examines the nature of good and evil, objective moral law, natural law, conscience, the person as moral agent, choices, values, ethical issues in sexuality, justice, medicine, business, life and death.
Ethical and Responsible Employee	Indiana Wesleyan University	College of Arts and Sciences	School of Physical and Applied Sciences	PHE350	Ethics and Character Development in Sport	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	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 skills for the resolution of moral and ethical dilemmas. Emphasis will be placed on understanding how personal ethics affect organizational and personal responsibility. Special attention will be given to professional ethics in sport management, the establishment of a code of professional ethics, and applying this code of ethics to ethical issues in sport.
Ethical and Responsible Employee	Indiana Wesleyan University	College of Arts and Sciences	School of Theology and Ministry	PHL282	Ethics	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	A study of the fundamental ethical problems of the individual and society and a survey of the various fields of practical ethics. Prerequisite: PHL-180 or permission of department
Ethical and Responsible Employee	Manchester College		Exercise and Sport Sciences	240	Ethical and Psychological Aspects of Sports	http://www.manchester.edu/catalog/majorminor.htm	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 psychological aspects of injuries, rehabilitation, motivation, and performance enhancement. Discussion of coping skills includes: feedback, rewards, confidence training, goal setting, and visualization. Ethical implications relating to the fields of sport psychology and sport sociology will be discussed. January, even years
Ethical and Responsible Employee	Manchester College		Religion and Philosophy	215	Ethical Decision Making	http://www.manchester.edu/catalog/majorminor.htm	A study of ethical principles and their application to practical decision making in such areas as sex, criminal justice, economics and euthanasia. Spring. C-4PH.
Ethical and Responsible Employee	Marian University	School of Liberal Arts	History and Social Sciences	PHIL215	Personal and Professional Ethics	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	This course introduces the student to ethics through philosophical reflection on the development of the student's moral judgment with particular attention to ethical issues related to being a professional in contemporary society. Topics include personal development in making moral judgments, critical assessment of different ethical theories, the meaning of being a professional, the social obligations of professionals, and the relationship between personal and professional morality. (SPR)
Ethical and Responsible Employee	Oakland City University	School of Arts and Sciences	Biblical Studies	BIB360	Biblical Ethics	http://www.oak.edu/academics/index.php	This course examines the beliefs and practices surrounding the Old and New Testament, with an emphasis on their relevance and application in the business environment
Ethical and Responsible Employee	Oakland City University	School of Arts and Sciences	Philosophy	PHIL220	Introduction to Ethics	http://www.oak.edu/academics/index.php	Ethics is defined as the principles that govern morals. This course will introduce the student to those ethical principles that have been formulated by philosophers of the Western tradition.

Ethical and Responsible Employee	Oakland City University	School of Arts and Sciences	Philosophy	PHIL301	Christian Ethics	http://www.oak.edu/academics/index.php	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, euthanasia, capital punishment, and social justice, among other issues, will be considered. Special attention will be given to the history of Christian ethics as well as to current options for Christian ethical systems.
Ethical and Responsible Employee	St. Mary of the Woods College	Education	Education	ED109	Philosophical and Ethical Foundations of Education	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Explores philosophical, ethical, historical, and social foundations of education as these approaches relate to educators as change agents in society. Addresses applications in the context of educational communities and emphasizes critical, reflective, values-based, and philosophic decisionmaking for the development of competent, caring, professionals. Includes an introduction to standards for professional practice and portfolio development. Fall, every year.
Ethical and Responsible Employee	St. Mary of the Woods College	Theology & Philosophy	Philosophy	PH320	Ethics	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Study of problems of morality designed to help the student deal effectively with the conflicts and controversies of contemporary times. Prerequisite: PH 200.
Ethical and Responsible Employee	Taylor University	Liberal Arts	Biblical Studies, Christian Education and Philosophy	PHI371	Principles of Ethics	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	A survey of the theoretical foundations of ethics, such as the distinction between absolutist and relativistic views, the nature of justice, and the need for rules. Readings from classical and modern authors are included. *Offered fall semester of odd years.*
Ethical and Responsible Employee	Trine University	Arts and Sciences	Philosophy	PHL313	Ethics	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	A study of ethical language, methods of justifying ethical decisions, and types of ethical value systems, with emphasis on practical applications in terms of personal and social morality.
Ethical and Responsible Employee	Trine University-Fort Wayne	Arts and Sciences	Philosophy	PHL313	Ethics	http://www.trine.edu/academics/adult_student_programs/course_catalog/TRINE_SPS_Course_CatalogApril_10.pdf	A study of ethical language, methods of justifying ethical decisions, and types of ethical value systems, with emphasis on practical applications in terms of personal and social morality.
Ethical and Responsible Employee	Trine University-South Bend	Arts and Sciences	Philosophy	PHL313	Ethics	http://www.trine.edu/academics/adult_student_programs/course_catalog/TRINE_SPS_Course_CatalogApril_10.pdf	A study of ethical language, methods of justifying ethical decisions, and types of ethical value systems, with emphasis on practical applications in terms of personal and social morality.
Ethical and Responsible Employee	University of Evansville	College of Arts and Sciences	Philisophy	PHIL121	Introductory Ethics	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Presents a systematic and historical discussion of moral and social values through classical and contemporary readings. Emphasis on applying moral theories to concrete moral problems.
Ethical and Responsible Employee	University of Indianapolis	College of Arts and Sciences	Philosophy and Religion	PHIL201	Ethics	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Ethics examines standards of conduct and the responsibilities they entail. Ascertaining these moral demands depends on sound strategies for justifying the theories that generate them. Hence, issues in metaethics, normative ethics, and moral psychology are discussed. Readings include treatments of current moral problems.
Ethical and Responsible Employee	University of Notre Dame	College of Arts and Letters	Philosophy	PHIL20401	Ethics	http://www.nd.edu/academics/departments-colleges-schools/	As we know, a lot of people hold very divergent views about not just about what is or is not morally 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 culture and the kinds of claims and dilemmas that we encounter today. Specific topics will depend upon class interest, but may include subjects such as abortion, social media, the environment and food, and other such issues.

Ethical and Responsible Employee	University of Phoenix-Indianapolis	Social Sciences	Human Services	BSHS332	Professional Ethics and Legal Issues in Human Service Profession	http://www.phoenix.edu/programs/continuing-education/individual-courses.html	Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.
Ethical and Responsible Employee	University of Southern Indiana	College of Liberal Arts	Philosophy	PHIL201	Introduction to Ethics	http://www.usi.edu/libarts/phil/description.asp	An in-depth study of issues in practical or applied ethics. No prereq. F, Sp, Su
Ethical and Responsible Employee	University of Southern Indiana	College of Liberal Arts	Philosophy	PHIL312	Professional Ethics	http://www.usi.edu/libarts/phil/description.asp	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 medicine. The course will survey contemporary ethical theories and explore the ethical codes, standards, and practices specific to the student's chosen career. Prereq: juniors or senior standing and permission of instructor.
Ethical and Responsible Employees	Franklin College		Philosophy	PHL 220	Principles of Ethics	http://www.franklincollege.edu/catalog	An examination of the classical sources of ethical thought, such as Plato, Aristotle, Kant, Mill, and others, with attention to their relevance to contemporary problems in business and social ethics. Satisfies philosophy/religion exploratory requirement. Spring.
Guidance Skills	Anderson University	College of Education	Education	EDUC3100	The Middle School in the United States	http://www.anderson.edu/registrar/catalog1012.pdf	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 to achieve. Teaching methods such as real-life situations, cooperative learning, and hands-on experiences are emphasized. Included are historical patterns and philosophy of the middle school movement with the primary focus on teaching this age group. Field experiences required.
Guidance Skills	Anderson University	College of Education	Education	SPED4120	Classroom Management of Exceptional Students	http://www.anderson.edu/registrar/catalog1012.pdf	This course will provide students with effective strategies for classroom management and organization designed to improve student learning in the inclusionary classroom. Functional behavior assessments (FBA) and behavior intervention plans (BIP) will be examined as a means of changing behavior according to the mandates of the Individuals with Disabilities Education Act (IDEA). Grade of C or better required. Admission to the teacher preparation program required.
Guidance Skills	Anderson University	College of Science and Humanities	Psychology	PSYC4100	Leadership and Training Skills	http://www.anderson.edu/registrar/catalog1012.pdf	This course equips students to lead small interpersonal skill training groups using the skills of working with a co-leader, team building, promoting a positive learning environment, agenda monitoring, and remaining task focused. Students will learn to train others in the skills of communication, assertion, helping, and negotiation.
Guidance Skills	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	PEP164	Life Skills for Student Athletes	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#PHYSICAL%20EDUCATION:%20FITNESS/WELLNESS%20(PEFWL)	Introduces personal values and health concepts affecting both academic and athletic performance. Life skills such as values and value clarification, diversity, communication skills, decision making, time and stress management, alcohol and other drug/addiction education, sexuality issues, sports nutrition, and career development issues are addressed.
Guidance Skills	Ball State University	Teacher's College	Counseling Psychology	CPSY400	Fundamentals of Counseling	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/counspsy02_tc.html#COUNSELING%20PSYCHOLOGY%20(CPSY)	Introduces the principles, purposes, and nature of counseling, including a review of basic counseling theories and the history of counseling, an exposure to research, and a discussion of issues in the practice of counseling.
Guidance Skills	Bethel College	School of Religious Studies	Youth Ministry	YMN411	Counseling Teenagers in Crisis	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	A review and application of various approaches to Christian counseling to issues that are adolescent-specific: identity formation, spiritual formation, family issues, human sexuality, pregnancy, abortion, abuse, delinquency, eating disorders, suicide and substance abuse.

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

Guidance Skills	Grace College	School of Ministry	Biblical Studies	YMI324	Counseling and Communicating with Contemporary Youth	http://www.grace.edu/academics/registrar/09-10_catalog.php	Students will seek to identify various methods of communicating biblical 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 teaching times, and the use of technology and music, will be examined. In addition, students will investigate counseling tools and techniques for working with families and youth in crisis counseling situations. Students will consider how to relate to the changing roles of adolescents as they mature in a diverse society. Legal issues of counseling will be examined, and students will evaluate how to determine the advisability of deferring troubled youth to professional counselors. Prerequisite YMI214. Three hours.
Guidance Skills	Hanover College	School of Natural Sciences	Psychology	Psy332	Counseling and Psychotherapy	http://www.hanover.edu/academics/programs/	Survey of the theoretical and practical concerns involved in helping people with emotional problems, emphasizing both individual and group techniques. Includes a practicum. Prerequisites: 231 and 243.
Guidance Skills	Huntington University	Division of Business and Social Sciences	Psychology	PY411	Fundamentals of Counseling	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	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 provide the foundation of effective counseling. The focus of the course will be on the understanding, discussion and use of basic counseling skills. Careful attention will be given to examining the field of counseling/therapy from a Christian perspective.
Guidance Skills	Indiana Wesleyan University	College of Arts and Sciences	School of Social and Behavioral Sciences and Businesses	ADC202	Principles of Addictions Counseling	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	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, and time-management. The remainder of the course material will address major concepts and themes in the field of addictions. Many of these themes will be connected to the student's sense of "life calling". A Christian understanding of the human dilemma of addiction will be developed. This course is intended to be a practically oriented survey course, which offers a useful overview of the field of addictions integrated with the concept of life calling.
Guidance Skills	Indiana Wesleyan University	College of Arts and Sciences	School of Physical and Applied Sciences	REC382	Camp Counseling	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	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 accommodate students employed in a camp setting as well as the resident student. A fee may be required.
Guidance Skills	Indiana Wesleyan University	College of Arts and Sciences	School of Theology and Ministry	YTH370	Youth Counseling	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	A study of youth problems and needs with emphasis on individualizing patterns for personal growth and spiritual guidance
Guidance Skills	Manchester College		Psychology	218	Mediation and Conciliation	http://www.manchester.edu/catalog/majorminor.htm	Study and practice of the psychological components and skills inherent to mediation and conciliation. Fall. Spring.
Guidance Skills	Manchester College		Psychology	425	Counseling Theory and Practice	http://www.manchester.edu/catalog/majorminor.htm	A survey of the major counseling theories. Laboratory projects include practical experiences. Prerequisites: PSYC 110, 220, 325; or permission of instructor. Fall. Spring.
Guidance Skills	Martin University	School of Social Science	Psychology	Psy220	Introduction to Addictions	http://www.martin.edu/downloads/martin_catalog.pdf	Explores the fatal and progressive path of addictions.
Guidance Skills	Martin University	School of Social Science	Psychology	Psy312	Crisis Intervention	http://www.martin.edu/downloads/martin_catalog.pdf	Course studies include the techniques of intervention, the dynamics of relapse, and locations of community support systems
Guidance Skills	St. Joseph College	Social Sciences	Psychology	PSY326	Theories of Counseling and Psychotherapy	www.saintjoe.edu	This course is a survey of the major theories that have influenced contemporary psychological thought on the subject of psychotherapy. Psychotherapy is viewed as an interpersonal process designed to bring about modifications of feelings, cognitions, attitudes, and behaviors which have proven troublesome to the person seeking help from a trained professional. The basic assumption of the course is that therapeutic skills and attitudes are learned, not endowed. Prerequisites: PSY 110.

Guidance Skills	St. Mary of the Woods College	Social Behavioral Science	Psychology	PS285	Techniques of Counseling	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Theoretical and practical knowledge needed to make use of basic counseling skills. Emphasis on process in utilizing these skills. Activities include role playing and video presentations. Winter, odd years.
Guidance Skills	Trine University	Arts and Sciences	Psychology	PSY423	Counseling Theories and Practices	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	A thorough review of contemporary approaches to counseling. This course examines the major current theories and practices in psychotherapy in detail. Prerequisite: PSY 323
Guidance Skills	Trine University-Fort Wayne	Arts and Sciences	Psychology	PSY423	Counseling Theories and Practices	http://www.trine.edu/academics/adult_student_programs/course_catalog/TRINE_SPS_Course_CatalogApril_10.pdf	A thorough review of contemporary approaches to counseling. This course examines the major current theories and practices in psychotherapy in detail. Prerequisite: PSY 323
Guidance Skills	Trine University-South Bend	Arts and Sciences	Psychology	PSY423	Counseling Theories and Practices	http://www.trine.edu/academics/adult_student_programs/course_catalog/TRINE_SPS_Course_CatalogApril_10.pdf	A thorough review of contemporary approaches to counseling. This course examines the major current theories and practices in psychotherapy in detail. Prerequisite: PSY 323
Guidance Skills	University of Evansville	College of Arts and Sciences	Communications	COMM383	Conflict Management	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Examination of the factors that lead to conflicts, and theory and practice in using communication strategies to resolve conflict. Prerequisite: Communication 130.
Guidance Skills	University of Evansville	College of Arts and Sciences	Social Work	SW110	Introduction to Counseling	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Covers the concepts of counseling pertinent to social work, interpersonal communication, and criminal justice. General topics covered include an overview of counseling, theories of counseling, the counseling relationship, the counseling process, an overview of counseling specialties, and professional issues in counseling.
Guidance Skills, Planning for Inter-personal and Intra-personal Development	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	PEP244	Psycho-Social Issues and Classroom Management in Physical Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#PHYSICAL%20EDUCATION:%20FITNESS/WELLNESS%20(PEFWL)	Designed to introduce the psychological and sociological issues related to physical education. Topics will examine a variety of factors that influence teacher effectiveness, student learning, and classroom management.
Guidance Skills, Planning for Inter-personal and Intra-personal Development	Ball State University	Teacher's College	Educational Studies	EDJRM434	Classroom Management: Improving Student Behavior in Jr. High/Middle School	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/seced02_tc.html#EDUCATION:%20ADULT%20AND%20COMMUNITY%20(EDAC)	Designed to prepare prospective junior high/middle school educators to cope with discipline problems in all junior high/middle school settings. Emphasizes skills and procedures in preventing or remedying disruptive behavior by junior high/middle school students and ways to create positive environments for learning.
Guidance Skills, Respect for Diverse Cultures	Calumet College of St. Joseph		Natural and Social Sciences	HSV405	Counseling Diverse Populations	http://www.ccsj.edu/academics/resources/catalogs.html	This course will explore the special needs clients may present to the counselor during the treatment 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 assist the student in becoming more sensitive to the individualized needs of each client.
Guidance Skills, Respect for Diverse Cultures	Manchester College		Social Science Division	102	Human Conflict	http://www.manchester.edu/catalog/majorminor.htm	An exploration of models for the analysis of human conflict within persons, between persons, and between ethnic and cultural groups. The origins of the social sciences, and how the social scientist seeks knowledge, is introduced. Recommended for those students interested in an integrated approach to psychology, sociology and anthropology. C-3RC.
Guidance Skills, Respect for Diverse Cultures, Planning for Inter-personal and Intra-personal Development	Hanover College	School of Natural Sciences	Psychology	Psy167	Culture and Conflict I	http://www.hanover.edu/academics/programs/	Addresses issues of internal (within the self), interpersonal (between persons), intercultural (between micro cultures, counter-cultures, or subcultures), and intercultural conflicts (between national cultures). The role of conflict in change and the lack of conflict—social order or conformity – will also be examined. In combination with Soc 167, satisfies the Modern Society LADR.

Guidance Skills, Works with Families	Indiana Wesleyan University	College of Arts and Sciences	School of Social and Behavioral Sciences and Businesses	CNS312	Counseling Intervention in the Faith Community	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	This course will provide the parish nurse/ministry caregiver with the necessary skills to collaborate with community and professional agencies. Helping with specific family problems will be explored. Self-care for parish nurses/ministry caregivers will also be included. Experiential or virtual learning will be part of this course. Prerequisite: PSY-150
Guidane Skills, Works with Families	University of Evansville	College of Arts and Sciences	Psychology	PSYC379	Child and Family Psychotherapy	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Survey of theories and techniques of the most popular approaches to psychotherapy with children, adolescents, and their families. Covers individual therapies such as play, cognitive, and behavior therapies, as well as group and family therapies. Particular attention given to interviewing skills.
Individual Differences	Anderson University	College of Education	Education	EDUC4710	Management, Organization and Methods in the Secondary Classroom	http://www.anderson.edu/registrar/catalog1012.pdf	Strategies for meeting the special needs of early adolescent/young adult students. Physical, emotional, and intellectual changes prompt the teacher to use developmentally appropriate instruction in order to motivate students to achieve. Teaching methods such as real-life situations, cooperative learning, and hands-on experiences are emphasized. Primary focus on how to teach this age group. Also includes historical patterns and philosophy of the middle school movement. Portfolio presentation required. Required
Individual Differences	Anderson University	College of Education	Education	SPED2400	Introduction to Mild Disabilities	http://www.anderson.edu/registrar/catalog1012.pdf	Provides an overview of definitions, characteristics, and educational needs of students with mild disabilities. Course includes language, behavioral, social, and academic deficits that interfere with the academic achievement for students. Course also examines current models of educating students with mild disabilities, including Response to Intervention and learning in a standards-based environment
Individual Differences	Anderson University	College of Science and Humanities	Sociology	SWOK3230	Mental Health	http://www.anderson.edu/registrar/catalog1012.pdf	Examination of emotional problems resulting in social dysfunctioning of individual and family; includes survey of mental health services.
Individual Differences	Anderson University	College of Science and Humanities	Sociology	SWOK3240	Developmental Disabilities	http://www.anderson.edu/registrar/catalog1012.pdf	Examination of physical and developmental disabilities. Exploration of barriers and discrimination. Survey of rehabilitation and social services.
Individual Differences	Ball State University	Teacher's College	Educational Psychology	EDPSY430	Mental Health	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/edpsy02_tc.html#EDUCATIONAL%20PSYCHOLOGY%20(EDPSY)	Study of the development of mental health. Covers the identification of mental health problems and examines methods of intervention and prevention.
Individual Differences	Ball State University	Teacher's College	Special Education	SPCED201	Introduction to Students with Exceptional	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/spced02_tc.html#SPECIAL%20EDUCATION%20(SPCED)	An introduction to definitions, characteristics, and education of students with exceptional needs. Examines federal and state legal bases for the provision of special interventions, and provides a general introduction to the field of special education.
Individual Differences	Ball State University	Teacher's College	Special Education	SPCED240	History of Education of Deaf Persons and Psychology of Deafness	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/spced02_tc.html#SPECIAL%20EDUCATION%20(SPCED)	Introduces a comprehensive socio-historical and contemporary overview of deaf culture and psycho-educational issues in America and Europe.
Individual Differences	Ball State University	Teacher's College	Special Education	SPCED277	Human Relations and Collaborative Skills for Special Educators	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/spced02_tc.html#SPECIAL%20EDUCATION%20(SPCED)	Examines human relations strategies and skills that will help teachers of students with exceptional needs build trust and understanding with other professionals and parents.

Individual Differences	Ball State University	Teacher's College	Special Education	SPCED302	Teaching Students with Disabilities in the General Education Classroom	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/spced02_tc.html#SPECIAL%20EDUCATION%20(SPCED)	Designed for general educators, introduces special education concepts and procedures. Topics include legal mandates and considerations, overview of educational needs of students with disabilities, Individual Education Plans and case conferences, collaborating with special education teachers and related service professionals, and curricula adaptations.
Individual Differences	Ball State University	Teacher's College	Special Education	SPCED336	Educating Secondary Students with Behavior Disorders	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/spced02_tc.html#SPECIAL%20EDUCATION%20(SPCED)	Educational assessments, methods, materials, and programs for seriously emotionally disabled youth. For future teachers of students with behavior disorders.
Individual Differences	Ball State University	Teacher's College	Special Education	SPCED371	Introduction to Mild Interventions	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/spced02_tc.html#SPECIAL%20EDUCATION%20(SPCED)	Studies psychological, environmental, and cultural factors that contribute to mild disabilities. Examines definitions and characteristics, and historical and contemporary mild intervention services.
Individual Differences	Ball State University	Teacher's College	Special Education	SPCED372	Introduction to Mental Retardation	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/spced02_tc.html#SPECIAL%20EDUCATION%20(SPCED)	Studies various types and degrees of retardation; the psychological, environmental, and cultural conditions that contribute to retardation. Emphasizes etiology, assessment, and issues.
Individual Differences	Ball State University	Teacher's College	Special Education	SPCED332	Introduction to Behavior Disorders	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/spced02_tc.html#SPECIAL%20EDUCATION%20(SPCED)	Introduction to the history of educating children with behavior disorders; the problems of defining, assessing, and treating behavior disorders; and types and causes of disordered behavior.
Individual Differences	Ball State University	Teacher's College	Special Education	SPCED366	Introduction to Persons with Physical Disabilities and Other Health Care Needs	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/spced02_tc.html#SPECIAL%20EDUCATION%20(SPCED)	Designed for future teachers and rehabilitation counselors of persons with physical, sensory, or health impairments. Etiology, physical and social-emotional characteristics, and educational considerations and implications are emphasized within a transdisciplinary habilitative/rehabilitative team perspective.
Individual Differences	Ball State University	Teacher's College	Special Education	SPCED377	Educating Children and Youth with Severe Disabilities	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/spced02_tc.html#SPECIAL%20EDUCATION%20(SPCED)	Introduces future teachers to students who require severe interventions. Contemporary best practices and standards in integration opportunities, curriculum design, and positive supports for challenging behavior are presented and applied at the early and middle childhood developmental levels.
Individual Differences	Bethel College	School of Education	Education	ECED215	Understanding Special Needs Children	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	This course presents students with strategies for working with children who have special needs, including developmental delays, physical challenges, emotional needs and exceptional needs.
Individual Differences	Bethel College	School of Education	Education	EDUC408	Teaching Diverse Learners	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	This course prepares preservice teachers to modify instruction for learners 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 classrooms. Students will learn procedures for adapting instruction, varying assessment procedures, designing appropriate interventions, altering equipment usage and managing IEPs and para-professionals. The course is an integral component of the Elementary Methods Block and includes an extensive field placement.
Individual Differences	Butler University	School of Education	Middle and Early Childhood Education	ED242	Educating Children with Special Needs	http://www.butler.edu/registrar/classes/courses	Surveys the characteristics of exceptional children and explores methods and materials for teaching and assessing such students. Includes 15 hours of non-class time field experiences.

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

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

Individual Differences	Marian University	School of Education	Education	EDU130	Introduction to the Exceptional Child	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	This course includes definition, identification, prevalence, characteristics and educational needs of the various types of exceptional children. Information on the roles of the local school agency, the state, and the federal government as they pertain to the education of exceptional children is also learned. This is a lab course that includes visitations to the various school programs and private agencies serving children with special needs.
Individual Differences	Marian University	School of Education	Education	EDU230	The Inclusive Classroom	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	The course addresses the needs of students with special needs in regular education classrooms at all levels. This course provides an overview of the range of abilities, appropriate observational skills, adaptation of curriculum, instruction, and assessment, and legal requirements. (SEM)
Individual Differences	Oakland City University	School of Education	Education	SPED101	Introduction to Special Education	http://www.oak.edu/academics/index.php	Explores the types of exceptional students and how to help them learn (learning disabled, mildly handicapped, hearing impaired, etc.). Includes theories, practices, and teaching techniques for producing optimal growth. Explores public policy, mainstreaming, inclusion, early intervention, and individual education plans. (Same as PSY 205.)
Individual Differences	St. Mary of the Woods College	Education	Education	ED241	Understanding Mild Disabilities	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	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 topics include definitions, characteristics, causes, prevalence, evaluation, and service delivery. Winter, every year.
Individual Differences	St. Mary of the Woods College	Education	Education	ED246	Methods/Diagnostic Procedures with Developmentally Disabled Children	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Provides an in-depth study of methodologies and diagnostic tools used with children who have developmental disabilities. Emphasizes observation, evaluation and development of individual programs. Focuses on concept of including all children in programs and using developmentally appropriate practices. Winter, every year. Prerequisite: ED 240.
Individual Differences	St. Mary of the Woods College	Education	Education	ED255	Introduction to Mild Disabilities	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Provides an overview of mild disabilities with a focus on mental retardation, learning disabilities, and emotional/behavioral disorders. Major topics include definitions, characteristics, causes, prevalence, assessment/evaluation and service delivery. Requires admission to the Accelerated Elementary or Middle School/High School Exceptional Needs: Mild Intervention Program / Transition to Teaching.
Individual Differences	Trine University	Education	Education	EDU312	Exceptional Children in the Schools	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.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 evaluation. Special education areas of concentration include learning disabilities, visual/hearing impaired, physically handicapped, emotionally handicapped, and mentally handicapped. (Gifted area of concentration includes academic.) Field experience.
Individual Differences	University of Evansville	College of Education and Health Science	Education	EDUC201	Introduction to Special Education	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	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, communication disorders, health impairments, learning disabilities, mental retardation, orthopedic disorders, and visual impairments. Finally, addresses current issues such as inclusion, early childhood programming, transition, assessment, and multiculturalism.
Individual Differences	University of Evansville	College of Education and Health Science	Education	EDUC204	Teaching Students with Mild Mental Retardation	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Examines perspectives on mental retardation history, definition, assessment, causes, and prevention. Also focuses on characteristics of individuals who have different levels of retardation and topics related to educational services, family concerns, individual and legal rights, institutional and community learning, and current issues.

Individual Differences	University of Evansville	College of Education and Health Science	Education	EDUC206	Teaching Students with Learning Disabilities	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	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 disabilities, the diverse characteristics of learning disabilities, manifestations at different ages and stages of life, the prevalence of learning disabled in schools, and the multidisciplinary nature of the field. Assessment and clinical teaching are explored as interrelated parts of a continuous process that involves trying to understand students and help them learn.
Individual Differences	University of Evansville	College of Education and Health Science	Education	EDUC210	Introduction to Special Education and Mild Disabilities	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	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 students in low incidence categories of physical and health impairment, visual impairment, hearing impairment and communication disorders, mental retardation, and seriously emotionally handicapped. Other areas covered are etiological, psychological, andsociological factors related to each disability category. Emphasis on elements of coordinated programming between special and regular education personnel that are required to effectively educate special needs learners.
Individual Differences	University of Evansville	College of Education and Health Science	Education	EDUC308	Teaching Students with Severe and/or Multiple Disabilities	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Introduces prevalence, etiology, and definitions of severe and/or multiple disabilities. Students learn to design education programs and develop community service programs to supplement family support. Ethical issues (e.g., genetic screenings, abortion, withholding of medical treatment) are explored. Additional issues include assistive technology, functional skills, and vocational skills. Finally, the idea of inclusion and the transition of students with severe disabilities from school to community life are discussed.
Individual Differences	University of Indianapolis	School of Education	Teacher Education	EDUC272	Introduction to Learners with Mild Disabilities	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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 working collaboratively with other professionals and families to optimize the outcomes of the child in the inclusive classroom and community are stressed. *Course applies toward a special education license in mild interventions. A field experience is required. Prerequisite: Must be enrolled in or have completed EDUC-203/204.*
Individual Differences	University of Indianapolis	School of Education	Teacher Education	EDUC371	Special Needs in the Secondary Classroom	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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 behavior intervention plans. The course examines models of coteaching, strategies for working collaboratively with professionals and families, and applications of assistive technology to accommodate needs of diverse learners.*Course required for secondary and all-grade licensure. Register concurrently with EDUC-360 and EDUC-365.Prerequisite: Admission to Teacher Education Program.*
Individual Differences	University of Indianapolis	School of Education	Teacher Education	EDUC372	Teaching Learners with Mild Disabilities	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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-based instructional systems such as curriculum-based measurement. Applications of assistive technology to support learners are emphasized. *Course required for an elementary and special education license in mild interventions. Register concurrently with EDUC-373. Prerequisite: Admission to Teacher Education Program (elementary majors).EDUC-272 with a grade of C or higher or consent of the instructor. (Note: The second requirement pertains only to candidates seeking Mild Intervention License.)*
Individual Differences	University of Southern Indiana	College of Education and Human Services	Social Work	SWK238	Disabilities in Contemporary Society	http://www.usi.edu/socialwork/courses200.asp	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 in current programs and services. Special emphasis will be placed on a critical analysis of the assumptions that support contemporary thinking about disabilities and the service delivery systems based on these assumptions. The range of disabilities addressed will include developmental, adventitious, hidden, and visible. Open to all students.

Individual Differences	University of Southern Indiana	College of Education and Human Services	Education	EDUC306	Introduction to Exceptional Needs	http://www.usi.edu/educ/teach/courses.asp#199	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 of teachers, parents, and other relevant personnel will be investigated in relation to current practices which include individual education program (IEP), mainstreaming, inclusion, least restrictive environment(LRE).
Individual Differences, Assures a Safe and Healthy Environment	Franklin College		Health/Phys Ed/Recreation	ATR245	Rec. of Gen. Med. Conditions & Disabilities	http://www.franklincollege.edu/catalog	This course is designed to assist athletic training students with the recognition, evaluation, care and proper referral of general medical conditions that affect the physically active. The course provides students with hands-on opportunities in the evaluation of heart, lung, and bowel sounds as well as the use of the otoscope, ophthalmoscope, and other diagnostic instruments commonly used by athletic trainers. Prerequisite: admission to the ATEP. Fall.
Individual Differences, Knowledge of Child/Youth Development	Oakland City University	School of Arts and Sciences	Psychology	PSY205	Psychology of the Exceptional Learner	http://www.oak.edu/academics/index.php	Explores the types of exceptional students and how to help them (learning disabled, mildly disabled, hearing impaired, etc.) Includes theories, practices, and teaching techniques for producing optimal growth. Explores public policy, mainstreaming, inclusion, early intervention, and individual education plans. (Same as SPED 101.)
Individual Differences, Knowledge of Child/Youth Development	St. Joseph College	Social Sciences	Education	EDC111	Human Development and Exceptional Needs	www.saintjoe.edu	Aspects of human development are explored emphasizing recognized theorists with particular reference to diverse populations, technological applications, and positive professional dispositions. Includes Professional Field Experience. Fee
Individual Differences, observation and assessment	Anderson University	College of Education	Education	SPED3120	Special Education Assessment for Classroom Teachers	http://www.anderson.edu/registrar/catalog1012.pdf	Explores educational assessment practices for students with mild disabilities. Course will familiarize students in the administration and interpretation of formal and informal educational assessment instruments used for instructional decision-making and placement of students with special educational needs. Grade of C or better required. Admission to the teacher preparation program required.
Individual Differences, observation and assessment methods	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	PEP327	Assessment for Adapted Physical Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#PHYSICAL%20EDUCATION:%20FITNESS/WELLNESS%20(PEFWL)	Focus on establishing appropriate service for students with disabilities in physical education or physical activity through the assessment process. Administration of motor and fitness tests, programming, and assessment reports will occur. Physical education majors must meet Decision Point 2 requirements. Students are required to participate in field experiences.
Individual Differences, Observation and Assessment Methods	Indiana Wesleyan University	College of Arts and Sciences	Teacher Education	EDS350	Assessment in Special Education	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	Develops competency in formal and informal assessment. Emphasizes the educational implications of obtained results in programming for learners with disabilities. Stresses practicum experiences specific to the student's course of study.
Individual Differences, Observation and Assessment Methods	Manchester College		Education	350	Assessment and Implementations of Mild Interventions	http://www.manchester.edu/catalog/majorminor.htm	Informal and formal testing, individual educational programs, classroom management and organization to meet the educational needs of learners. Prerequisites: EDUC 206, 263. Spring.
Individual Differences, Observation and Assessment Methods	Marian University	School of Education	Education	EDU233	Assessment of Children with Exceptional Needs	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisite: 130. This course examines the causes and types of learning problems found in children with exceptional needs. Students learn how the teacher can assess children with learning problems. Formal psychological evaluation tools are examined, and the value of the information to the classroom teacher is discussed. (FAL)

Individual Differences, Observation and Assessment Methods	University of Indianapolis	School of Education	Teacher Education	EDUC374	Assessment and Instruction of Learners with Mild Disabilities	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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 classroom based assessments to determine appropriate instructional strategies. Assessment procedures by other service providers such as occupational therapists are observed. Curriculum-based assessment and measurement are used as an operational model to inform teaching and learning. Assistive technology applications are explored to support assessment and instruction. *Course required for an elementary and special education license in mild interventions. Register concurrently with EDUC-375. Prerequisites: EDUC-372 with a grade of C or higher and Admission to the Teacher Education Program.*
Individual Differences, Planning for Physical Learning	Bethel College	School of Education	Health and Physical Education	PHED351	Developmental Differences in Physical Education	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	A study of the developmental disabilities of school age children and the motor development patterns of the various handicapping conditions. Includes an introduction to Public Law 94-142 and mainstreaming as it affects the teaching of developmentally delayed students in physical education classes.
Individual Differences, Planning for Physical Learning	Butler University	School of Education	Physical Education and Health	P325	The Adapted Program in Physical Education	http://www.butler.edu/registrar/classes/courses	Study of activities suitable for students in adapted programs; knowledge of current special education laws and guidelines; assessment of basic locomotor and activity skills; information on different disabilities; observation of local facilities with special education students.
Individual Differences, Planning for Physical Learning	DePauw University	College of Liberal Arts	Kinesiology	KINS250	Motor Development and Adapted Physical Education	http://www.depauw.edu/catalog/section3.asp	Includes a historical perspective; legislative mandates; non-categorical approach; inclusion; categorical approach: mental retardation, learning disabilities, emotional disorders, deafness and hearing impairment, visual impairment, neurological and muscular disabilities, physical deviations and other disabling conditions; behavior management; the educational team; and administration of the program. Field trips to local educational or rehabilitation settings. *May be taken for one credit by participation in additional field experiences and correlating course work. Not open to students with credit in EDUC 250.*
Individual Differences, Planning for Physical Learning	Huntington University	Division of Education, Kinesiology and Recreation Management	Physical Education	PE361	Adapted Physical Education	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	Physical education methods with the atypical child. An overview of the characteristics of handicapped students, the educational implications and teaching techniques for an integrated physical education program.
Individual Differences, Planning for Physical Learning	Oakland City University	School of Arts and Sciences	Physical Education	PE301	Adaptive Physical Education	http://www.oak.edu/academics/index.php	General introduction to the history and characteristics of various handicaps, types of programs, organization and administrative techniques, teaching theories, and evaluation criteria. Various adaptive activities are studied, demonstrated, and practiced in a laboratory setting.
Individual Differences, Planning for Physical Learning	University of Southern Indiana	College of Education and Human Services	Physical Education	PED392	Activity Modification for Special Populations	http://www.usi.edu/educ/physed/coursedescrip.asp#activity_courses	A study of dysfunctions and characteristics of people with atypical performances. Basic concepts and techniques of modifying physical activity for people with special needs. Prerequisite: PED 200 level classes.
Knowledge of Child and Adolescent Development	Hanover College	School of Natural Sciences	Psychology	Psy244	Childhood and Adolescence	http://www.hanover.edu/academics/programs/	Examines the growth and transformation of basic psychological processes from prenatal development through adolescence. Considers inborn mechanisms, physiological growth, cognitive and emotional growth, social development, personality and moral development. Prerequisite: 111.
Knowledge of Child 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	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 control, sleep, sexual behavior, emotion, mental disorders, language, and learning and memory. In addition, the course covers psychotropic medications, disorders, and symptomatology associated with various neurochemical disorders, psychological disorders, and addictions. Prerequisite: PSY100 or SOC100. Three hours.

Knowledge of Child and Youth Development	Grace College	School of Arts and Sciences	Behavioral Sciences	PSY234	Adolescent Development	http://www.grace.edu/academics/registrar/09-10_catalog.php	A psychological study covering the life span from early childhood to the adult stage with emphasis on the pre-adolescent and adolescent period. This course stresses practical applications for working with the adolescent in family, educational, and counseling settings. Three hours.
Knowledge of Child and Youth Development	Grace College	School of Arts and Sciences	Behavioral Sciences	PSY288	Life Span Development	http://www.grace.edu/academics/registrar/09-10_catalog.php	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 and adulthood to death and dying. Emphasis is placed on the transitional life processes as they occur at each stage, and attention is given to physical, intellectual, social and personality development in each stage of the life span. Prerequisite: PSY110. Three hours.
Knowledge of Child and Youth Development	Huntington University	Division of Business and Social Sciences	Psychology	PY211	Child and Adolescent Development	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	This course focuses on development from conception through adolescence. Physical, cognitive, psychosocial and moral development during this period are covered. Special emphasis is placed on the dynamics of parent-child interaction and practical methods of enhancing the healthy growth of children.
Knowledge of Child and Youth Development	Huntington University	Division of Business and Social Sciences	Psychology	PY230	Human Development	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	This course focuses on the basic processes of cognitive, moral and psychosocial development from conception through death. Attention is given to both theories and research regarding the stages and transitions encountered by persons over the lifespan. *Does not count in the psychology major or the psychology minor.*
Knowledge of Child and Youth Development	Ancilla College	Division of History, Behavioral Sciences, Education and Business	Psychology	ED250/PSY250	Educational Psychology	http://www.ancilla.edu/academics/course-descriptions.htm	Developmental approach to the study and application of psychological concepts to the educational process as related to child and adolescent growth, learning theory, teaching effectiveness, individual difference, measurement and research, and classroom management. Prerequisite: PSY 115, with a grade of "C" or better.
Knowledge of Child and Youth Development	Ancilla College	Division of History, Behavioral Sciences, Education and Business	Psychology	ED256/PSY256	Human Growth and Development	http://www.ancilla.edu/academics/course-descriptions.htm	A study of the physical, cognitive, emotional, social and moral development from the prenatal period to death. Critical issues are explored which relate to education, learning theories, measurement of individual differences, and critical periods throughout the life span. Prerequisite: PSY 115, with a grade of "C" or better.
Knowledge of Child and Youth Development	Manchester College		Education	223	Child Development	http://www.manchester.edu/catalog/majorminor.htm	A study of the physiological, intellectual, sociological and psychological factors influencing the child from the time of conception to puberty. Field experience is required. Prerequisite: ENG 111. Spring.
Knowledge of Child and Youth Development	Manchester College		Education	348	Junior High/Middle School	http://www.manchester.edu/catalog/majorminor.htm	A study of the growth and development of students in grades 5-9 and the characteristics of a junior high/middle school program that meets their needs. Must be taken the fall semester immediately prior to student teaching. Field experience is required. Prerequisite: EDUC 230. Fall
Knowledge of Child and Youth Development	Manchester College		Exercise and Sport Sciences	145	Motor Development	http://www.manchester.edu/catalog/majorminor.htm	A study of the progressive change in movement behavior throughout life from infancy through older adulthood. Emphasis is placed upon developing the ability to identify the stages in a variety of motor skills. Attention will also be given to the study of physical growth patterns and biological maturity and the relationship of each to motor performance. Fall
Knowledge of Child and Youth Development	Manchester College		Psychology	220	Child and Adolescent Psychology	http://www.manchester.edu/catalog/majorminor.htm	This course focuses on the study and application of theory, practice, and research in child and adolescent psychology. Emphasis is placed on the interaction of physical, cognitive, and social aspects of development from conception through adolescence. In addition to three hours of lecture meetings per week, all students will participate in a field experience that provides hands-on exposure to course content. Prerequisite: PSYC 110. Spring.
Knowledge of Child and Youth Development	Martin University	School of Social Science	Community Services	ECE205	Child Development	http://www.martin.edu/downloads/martin_catalog.pdf	Studies the development of children from infancy through adolescence
Knowledge of Child and Youth Development	Martin University	School of Social Science	Psychology	Psy212	Lifespan Development	http://www.martin.edu/downloads/martin_catalog.pdf	Studies the developmental process from birth to death.

Knowledge of Child and Youth Development	University of Phoenix-Indianapolis	Education	Education	AED202	Child Development	http://www.phoenix.edu/programs/continuing-education/individual-courses.html	AED 202 provides a context for understanding and addressing teaching and learning issues encountered in the classroom. Students are introduced to the major benchmarks of children's social, emotional, cognitive, and language development, as well as the notion of multiple intelligences. As each of these topics is addressed, the instructional implications are also discussed.
Knowledge of Child and Youth Development	University of Phoenix-Indianapolis	Social Sciences	Human Services	BSHS342	Lifespan Development	http://www.phoenix.edu/programs/continuing-education/individual-courses.html	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 is placed on biological, cognitive, emotional, and social development in a timeframe extending from prenatal development through the elder years and on toward eventual end of life and bereavement processes.
Knowledge of Child and Youth Development	University of Phoenix-Indianapolis	Social Sciences	Psychology	PSY280	Human Growth & Development	http://www.phoenix.edu/programs/continuing-education/individual-courses.html	This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
Knowledge of Child and Youth Development	University of Phoenix-Indianapolis	Social Sciences	Psychology	PSY375	Lifespan Human Development	http://www.phoenix.edu/programs/continuing-education/individual-courses.html	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 development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span
Knowledge of Child/Youth Development	Anderson University	College of Science and Humanities	Psychology	PSYC2510	Developmental Psychology	http://www.anderson.edu/registrar/catalog1012.pdf	An introduction to the study of psychological growth and development of the individual from a lifespan approach. Child and adolescent development will be emphasized. An holistic approach to physical, cognitive, affective and personality development, parenting, and stages of grief and dying is used. Theorists considered may include Piaget, Erikson, Kohlberg, Mahler, and Kubler-Ross.
Knowledge of Child/Youth Development	Anderson University	College of Science and Humanities	Psychology	PSYC2000	General Psychology	http://www.anderson.edu/registrar/catalog1012.pdf	An introduction to the scientific study of mental processes and behavior. Topics include history, biological basis of behavior, sensation, perception, development, learning, memory, motivation, emotion, social, abnormal, statistics, counseling, and therapy.
Knowledge of Child/Youth Development	Ball State University	College of Science and Humanities	Anthropology	ANTH306	The Anthropology of Physical Growth and Development	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/anthro02_csh.html#ANTHROPOLOGY%20(ANTH)	Children's physical growth and development; its regulation, variation, and assessment in different times and places.
Knowledge of Child/Youth Development	Ball State University	College of Science and Humanities	Biology	BIO100	People and the Life Sciences	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/biol02_csh.html#BIOLOGY%20(BIO)	Introductory course designed for students not majoring in science. Emphasizes human and social aspects of biology: reproduction, development, genetic counseling, immunology, evolution, biodiversity, ecology, and environmental concerns.
Knowledge of Child/Youth Development	Ball State University	College of Science and Humanities	Psychological Science	PYSCH321	Developmental Psychology	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/psysc02_csh.html	A survey of theory and research in perception, memory, learning, and cognition from an ontogenetic perspective.
Knowledge of Child/Youth Development	Ball State University	College of Science and Humanities	Social Work	SOCWK330	Human Behavior and the Social Environment	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/soc02_csh.html#SOCIOLOGY%20(SOC)	Focuses on human growth and development from the prenatal period through later adulthood. Biological, psychological, and social aspects of human behavior are discussed. The complex interaction between human development and various social, cultural, spiritual, familial, organizational, and community factors are highlighted. Emphasizes applying concepts and theories to assessment.
Knowledge of Child/Youth Development	Ball State University	Teacher's College	Educational Psychology	EDPSY250	Human Growth and Development	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/edpsy02_tc.html#EDUCATIONAL%20PSYCHOLOGY%20(EDPSY)	Introduction to human development from birth through adolescence. Covers biological, cognitive, and social development, with application to life in the family, school, community, and broader social context.

Knowledge of Child/Youth Development	Ball State University	Teacher's College	Educational Psychology	EDPSY251	Human Growth and Development for Secondary Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/edpsy02_tc.html#EDUCATIONAL%20PSYCHOLOGY%20(EDPSY)	Introduction to human development from birth through adolescence, emphasizing the preadolescent and adolescent periods. Covers biological, cognitive, and social development as they apply to the middle school and high school settings.
Knowledge of Child/Youth Development	Ball State University	Teacher's College	Educational Psychology	EDPSY260	Human Growth and Development for Elementary	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/edpsy02_tc.html#EDUCATIONAL%20PSYCHOLOGY%20(EDPSY)	Introduction to human development from birth through adolescence, emphasizing the preschool and middle childhood periods. Covers biological, cognitive, and social development as they apply to the preschool and elementary school settings.
Knowledge of Child/Youth Development	Ball State University	Teacher's College	Educational Psychology	EDPSY270	Human Growth and Development Across the Lifespan	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/edpsy02_tc.html#EDUCATIONAL%20PSYCHOLOGY%20(EDPSY)	This course will be an introductory course of research and developmental theory using a lifespan perspective.
Knowledge of Child/Youth Development	Ball State University	Teacher's College	Educational Psychology	EDPSY351	Adolescence Psychology	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/edpsy02_tc.html#EDUCATIONAL%20PSYCHOLOGY%20(EDPSY)	An upper-level study of adolescent development. Covers the biological, cognitive, and social developmental processes from the beginning of puberty through the transition into early adulthood, emphasizing current research in adolescent development.
Knowledge of Child/Youth Development	Ball State University	Teacher's College	Educational Psychology	EDPSY390	Educational Psychology	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/edpsy02_tc.html#EDUCATIONAL%20PSYCHOLOGY%20(EDPSY)	Study of the psychological principles underlying teaching, learning, thinking, behavior, and motivation. Content will cover the theories, research, and assessment of these concepts and their application in the school setting.
Knowledge of Child/Youth Development	Bethel College	School of Business and Social Sciences	Psychology	PSYC288	Lifespan Development	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	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 and adulthood to death and dying. Emphasis is placed on the transitional life processes as they occur at each stage, and attention is given to physical, intellectual, social and personality development in each stage of the life span.
Knowledge of Child/Youth Development	Bethel College	School of Business and Social Sciences	Psychology	PSYC287	School age Growth and Development	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	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 problems are studied. Special attention is given to developmental theories and their application to the educational setting and the role of the educator in the developmental process. Some discussion of prenatal and infant development and its impact on school-age children will also be included.
Knowledge of Child/Youth Development	Bethel College	School of Business and Social Sciences	Psychology	PSYC285	Adolescent Growth and Development	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	A study of the development of the adolescent and the young adult. Special attention will be given to physiological changes, intellectual development, the search for identity, relationships with parents, relationships with peers, problems of adolescence, career development and choosing a personal lifestyle.
Knowledge of Child/Youth Development	Bethel College	School of Business and Social Sciences	Psychology	PSYC284	Child Growth and Development	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	The physical, social, emotional and cognitive development of the child from conception to adolescence is examined. Special attention is given to techniques of managing behavior and to the role of the educator in the development process.
Knowledge of Child/Youth Development	Butler University	School of Liberal Arts	Psychology	PS320	Life Span Development	http://www.butler.edu/registrar/classes/courses	Behavioral, cognitive and developmental principles and theories of human psychological development. Special emphasis is placed on the development of intellectual, emotional, perceptual, linguistic and social behavior.
Knowledge of Child/Youth Development	Calumet College of St. Joseph		Education	EDU300	Educational Psychology	http://www.ccsj.edu/academics/resources/catalogs.html	This course surveys the physical, emotional, social, moral, and mental development of children from infancy to adolescence. Psychological factors that focus on and influence instruction, learning, management, assessment and motivation are examined.

Knowledge of Child/Youth Development	Calumet College of St. Joseph		Education	EDU313	Child Development	http://www.ccsj.edu/academics/resources/catalogs.html	This course examines major theories and findings concerning human development from birth through the elementary years and the implications of these for the professional educator. Topics include physical development, intelligence, perception, language, socio-emotional development, gender role development, moral development, and developmental issues relating to education. Field experience required
Knowledge of Child/Youth Development	Calumet College of St. Joseph		Education	EDU314	Adolescent Development	http://www.ccsj.edu/academics/resources/catalogs.html	This course examines the characteristics of growth in adolescents including physical, psychological, social, cognitive, emotional, and moral development with particular reference to relevance for the professional educator. Contemporary issues include drug and alcohol abuse, sexuality, and delinquent behavior. Field experience required.
Knowledge of Child/Youth Development	Calumet College of St. Joseph		Natural and Social Sciences	PSYC340	Developmental Psychology	http://www.ccsj.edu/academics/resources/catalogs.html	This survey course explores various factors that influence behavior throughout the life cycle from prenatal issues to death.
Knowledge of Child/Youth Development	Calumet College of St. Joseph		Natural and Social Sciences	PSYC342	Psychology of Adolescence	http://www.ccsj.edu/academics/resources/catalogs.html	This course serves as a study of the nature of adolescents with special reference to their physical, mental, emotional, social, moral and religious problems and development.
Knowledge of Child/Youth Development	DePauw University	College of Liberal Arts	Education Studies	EDUC222	Developmental Theories in Education	http://www.depauw.edu/catalog/section3.asp	(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 development, learning theories, instructional theories, student differences, student motivation, and evaluation in educational settings. Field experience is required and students should register for lab time concurrently. *May not be taken pass/fail.*
Knowledge of Child/Youth Development	DePauw University	College of Liberal Arts	Psychology	PSY290	Developmental Psychology	http://www.depauw.edu/catalog/section3.asp	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 specific domains or periods of psychological development will be underscored. Specific topics include the development of emotion, perception, gender, identity, cognition, language, psychopathology, and the brain. *Prerequisite: PSY 100.*
Knowledge of Child/Youth Development	Earlham College		Psychology	PSYC238	Human Development	http://www.earlham.edu/curriculumguide/psychology/courses.html	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, and one class is devoted to small group discussion of course readings. Students form small research teams to undertake a psychological case study of a single child. Prerequisite: Sophomore standing or above.
Knowledge of Child/Youth Development	Earlham College		Psychology	PSYC352	Research in Developmental Psychology	http://www.earlham.edu/curriculumguide/psychology/courses.html	Review of major research questions, methodologies and empirical findings in the area of developmental psychology. Recent topics include creativity and adolescent psychology. Prerequisite: PSYC 115 or 238.
Knowledge of Child/Youth Development	Earlham College		Psychology	PSYC372	Applied Developmental Psychology	http://www.earlham.edu/curriculumguide/psychology/courses.html	Focuses upon the use of developmental theory and data to foster optimal development of persons through individual interventions and/or public programs and policies. Prerequisite: PSYC 238.
Knowledge of Child/Youth Development	Earlham College		Sociology/Anthropology	SOAN353	Social Construction of Adolescents and Youth	http://www.earlham.edu/curriculumguide/sociology/courses.html	Explores the emergence of adolescence as distinctive cultural styles reflecting both the changing needs and moral preoccupations of industrial societies. Special attention to key sites of adolescent social practice and ritual and to how young people interpret and perform culturally amid conflicting aspirations, opportunities, meanings and expectations.
Knowledge of Child/Youth Development	Franklin College		Psychology	PSY 222	Child Development	http://www.franklincollege.edu/catalog	Survey of the physical, social, emotional, and intellectual development of the child from infancy to adolescence. *Prerequisite: PSY 117 recommended*. Spring, odd academic years.
Knowledge of Child/Youth Development	Franklin College		Psychology	PSY 221	Adolescent Psychology	http://www.franklincollege.edu/catalog	Survey of the physical, mental social and emotional development of the adolescent. *Prerequisite: PSY 117.* Spring, even academic years.

Knowledge of Child/Youth Development	Franklin College		Education	EDU 222	Child Development and Educational Psychology	http://www.franklincollege.edu/catalog	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 curriculum in the classroom. Students will become aware of current societal issues, such as child abuse and neglect, changing family structures, and multiculturalism, which influence the lives of children. A variety of instructional strategies will be utilized including group presentations, analysis of journal articles, and case analysis. *Taken concurrently with EDP 222. Prerequisites: 2.25 GPA (A=4.00) documented Praxis I scores and EDU 124*. Fall, sophomore year.
Knowledge of Child/Youth Development	Goshen College		Education	EDUC309	Educational Psychology: Secondary	http://www.goshen.edu/academics/departments/	A study of physical, cognitive, psychosocial, emotional, linguistic, moral and identity development birth through adolescence. Includes developmental theories, influence of cultural and social factors on development and school influences on children and adolescents.
Knowledge of Child/Youth Development	Goshen College		Education	EDUC310	Educational Psychology: Elementary	http://www.goshen.edu/academics/departments/	A study of physical, cognitive, psychosocial, emotional, linguistic, moral and identity development birth through adolescence. Includes developmental theories, influence of cultural and social factors on development and school influences on children and adolescents.
Knowledge of Child/Youth Development	Goshen College		Psychology	PSYC210	Developmental Psychology	http://www.goshen.edu/academics/departments/	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 Piaget, Vygotsky, Erickson, social learning and psychodynamic. Current research and an understanding of how to think about developmental processes will be emphasized. Prerequisite: Psyc 100 or consent of instructor.
Knowledge of Child/Youth Development	Goshen College		Social Work	SOWK221	Human Behavior	http://www.goshen.edu/academics/departments/	A study of the individual through the life cycle within the social environment. Focus on physical, psychological, social, cultural and religious factors in the development of the self.
Knowledge of Child/Youth Development	Indiana Wesleyan University	College of Arts and Sciences	School of Social and Behavioral Sciences and Businesses	PSY250	Developmental Psychology	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	A study of human development and changes throughout the lifecycle
Knowledge of Child/Youth Development	Indiana Wesleyan University	College of Arts and Sciences	School of Social and Behavioral Sciences and Businesses	PSY252	Adolescent Growth and Development	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	Emphasizes mental, physical, and personality development of the individual during the transitional years from childhood to maturity as it relates to the principles of the learning process and methods of measurement and evaluation. Prerequisite: PSY-150.
Knowledge of Child/Youth Development	Marian University	School of Education	Education	EDU174	Observation and Description of the Child	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	This course focuses on the variety of ways of observing, recording, and analyzing children's development and behavior. Naturalistic observation is the primary area of study. The course requires students to work in a classroom one morning a week. (SEM)
Knowledge of Child/Youth Development	Marian University	School of Education	Education	EDU510	Child Development	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisite: Permission of appropriate program director. This course examines children's physical, cognitive, language and literacy, social, emotional, and moral development. Children's self-concept, identity and motivation, and exceptionality are also addressed. Working with parents and issues of diversity are also woven into the course.
Knowledge of Child/Youth Development	Marian University	School of Liberal Arts	History and Social Sciences	PSY220	Human Growth and Development	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Major theories, developmental stages, and current research in the area of human development are studied. Emphasis is placed on the genetic and environmental factors that influence the physical, cognitive, and social development of individuals throughout the lifespan. This course partially satisfies the general education requirement in the individual and social understanding category. (SEM)

Knowledge of Child/Youth Development	Marian University	School of Liberal Arts	History and Social Sciences	Psy365	Psychology of Adolescence	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisite: 101. This course is a study of developmental issues and experiences of adolescence viewed from major theoretical perspectives. Adolescent development is studied as a dynamic interaction of physical, cognitive, and social/contextual factors. Topics include puberty, cognition, identity, sexuality, family and peers, values and beliefs, and problems of youth. Analytical homework assignments and an integrative project are required. (SPR)
Knowledge of Child/Youth Development	Oakland City University	School of Education	Education	EDUC213	Developmental Psychology	http://www.oak.edu/academics/index.php	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. Candidates are required to study the relationship of human growth and development as it relates to peer relationships and pressure, learning and learning styles, drugs, gender, culture, and work. Field experiences are required.
Knowledge of Child/Youth Development	Oakland City University	School of Arts and Sciences	Psychology	PSY213	Developmental Psychology	http://www.oak.edu/academics/index.php	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 required to study the relationship of human growth and development as it relates to peer relationships and pressure, learning and learning styles, drugs, gender, culture, and work. Field experiences will be required.
Knowledge of Child/Youth Development	Oakland City University	School of Arts and Sciences	Psychology	PSY302	Adolescent Psychology	http://www.oak.edu/academics/index.php	This course explores the psychological effect of physical maturity on the interests and intellectual development of the adolescent, considered in depth, including study of the recreational activities, educational needs, and the social and emotional problems of the age group.
Knowledge of Child/Youth Development	Oakland City University	School of Arts and Sciences	Psychology	PSY360	Life Span Human Behavior and Development	http://www.oak.edu/academics/index.php	A survey of human development over the total life span from conception to death is considered. Emphasis is placed on psycho-social development, biological and sociocultural contexts, and methods for studying human development. Theories that address developmental changes in cognition, behavior, personality, social roles, and interpersonal relationships are explored.
Knowledge of Child/Youth Development	St. Joseph College	Natural Science	Physical Education	PE321	**Psychomotor Development and Motor Learning**	www.saintjoe.edu	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, perception and action in development, sensory motor, cognition, and social and cultural constraints in development. Students need to be exposed to theoretical foundations and applications describing development, an understanding of development and skill analyses necessary when providing services to improve movement patterns and to recognize delays over a lifespan.
Knowledge of Child/Youth Development	St. Joseph College	Social Sciences	Psychology	PSY123	Developmental Psychology	www.saintjoe.edu	This course will study human development from conception to death. The development of human intellectual, emotional, social and psychological processes will be considered as well as certain aspects of physical development. **Prerequisite: PSY 110.**
Knowledge of Child/Youth Development	St. Joseph College	Social Sciences	Psychology	PSY124	Child and Adolescent Development	www.saintjoe.edu	This course will focus on the development of children and adolescents and include such topics as physical growth and the development of cognitive, social, emotional and intellectual processes. **Prerequisite: PSY 110.**
Knowledge of Child/Youth Development	St. Mary of the Woods College	Education	Education	ED200	Growth and Development	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Introduces study of the life-span development—an exploration of the biological, social and psychological changes that occur from the beginning of life to its end. Observation of children and adults is utilized. Winter, every year.
Knowledge of Child/Youth Development	St. Mary of the Woods College	Social Behavioral Science	Psychology	PS206	Developmental Psychology	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Studies human physical, cognitive, personality, emotional, social and moral development and change from conception to death. Winter, even years. Prerequisite: PS 111.
Knowledge of Child/Youth Development	St. Mary of the Woods College	Social Behavioral Science	Psychology	PS261	Adolescent Psychology	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Studies physical, emotional, intellectual and moral development during adolescence; adjustment to change; peer, adult and institutional influences, relationships and pressure. Winter, even years.

Knowledge of Child/Youth Development	St. Mary's	Psychology and Communicative Disorders	Psychology	Psyc301	Developmental Psychology		Development implies possibility. The purpose of this course is to examine all 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 will also have the chance to observe and interact with children at the Early Childhood Development Center. Requirements: 4 exams and 7 structured observation exercises and a final in-class presentation. Prerequisite: Psyc 156. 4 credits.
Knowledge of Child/Youth Development	St. Mary's	Psychology and Communicative Disorders	Psychology	Psyc305	Lifespan Development		The lifespan developmental psychology course focuses on the basic sequences and processes of human 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 related non-normative influences on development. Students with interests in psychology, physical and occupational therapy, speech and communication disorders, nursing, and gerontology will have the opportunity to apply lifespan principles directly to examples within their chosen fields of interest.
Knowledge of Child/Youth Development	St. Mary's	Psychology and Communicative Disorders	Psychology	Psyc403	Adolescent Psychology		This course will provide a topical overview of the diverse array of theories and empirical studies 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 through the study of adolescent psychosocial problems, risk and protective factors for adjustment, and the association between adolescent research and public policy. Evaluation will be based on exams, presentations, writing assignments, and discussion. Prerequisite: Psyc 156. 3 credits.
Knowledge of Child/Youth Development	St. Mary's	Education	Education	EDUC350	Educational Psychology:Human Growth and Development of the Adolescent		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 framework of three approaches to adolescent psychology; behaviorism, cognitivism, and humanism. Discussion of several leading theories of moral development, cultural differences, and multicultural concepts will be covered. *Field experience.
Knowledge of Child/Youth Development	Taylor University	Liberal Arts	Psychology	PSY240	Child Psychology	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	This course deals with the subject matter of developmental psychology (cognitive, physical, and socio-emotional development) and also applies the subject matter to those actively working with children, including parents, teachers, coaches, etc. *Meets general education general social science requirement. Does not count in psychology major.*
Knowledge of Child/Youth Development	Taylor University	Liberal Arts	Psychology	PSY250	Lifespan Development	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, cognitive psychosocial and spiritual developments. *Meets general education general social science requirement.*

Knowledge of Child/Youth Development	Taylor University	Liberal Arts	Psychology	PSY340	Adolescent Psychology	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	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 teen sexuality are also discussed. The focus is on a practical application of research literature with an integration of biblical principles. *Meets general education general social science requirement. Offered spring semester.*
Knowledge of Child/Youth Development	Taylor University	Liberal Arts	Psychology	PSY350	Child and Adolescent Psychology	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	This course surveys the characteristics of growth and development of children through adolescence, including physical, psychological, social, cognitive, and emotional aspects. School-related contemporary issues such as child abuse, drug and alcohol use, peer pressure, and teenage sexuality are discussed. *Meets general education general social science requirement. Does not count in psychology major. Offered fall semester*.
Knowledge of Child/Youth Development	Trine University	Education	Education	EDU232	Educational Psychology for Middle and Secondary Teachers	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	A study of the application of basic psychological principles to classroom instruction and the school environment at the middle and high school levels. Motivation, principles of learning, crucial issues and alternative learning environments are explored. All developmental domains of the early adolescent through young adult are examined. Field experience.
Knowledge of Child/Youth Development	Trine University	Arts and Sciences	Psychology	PSY353	Child and Adolescent Psychology	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	An investigation into the development stages within the life of a human being, from birth through adolescence, with emphasis on the origin of personality and factors related to intellectual growth. Prerequisite: PSY 113
Knowledge of Child/Youth Development	Trine University-Fort Wayne	Arts and Sciences	Psychology	PSY353	Child and Adolescent Psychology	http://www.trine.edu/academics/adult_student_programs/course_catalog/TRINE_SPS_Course_CatalogApril_10.pdf	An investigation into the development stages within the life of a human being, from birth through adolescence, with emphasis on the origin of personality and factors related to intellectual growth. Prerequisite: PSY 113
Knowledge of Child/Youth Development	Trine University-South Bend	Arts and Sciences	Psychology	PSY353	Child and Adolescent Psychology	http://www.trine.edu/academics/adult_student_programs/course_catalog/TRINE_SPS_Course_CatalogApril_10.pdf	An investigation into the development stages within the life of a human being, from birth through adolescence, with emphasis on the origin of personality and factors related to intellectual growth. Prerequisite: PSY 113
Knowledge of Child/Youth Development	University of Evansville	College of Education and Health Science	Education	EDUC472	Adolescent Development and Learning Patterns	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	A detailed study of the physical, intellectual, social, and emotional characteristics of early adolescence (from about 14 to 18 years). Instructional implications of developmental patterns investigated. Topics include the developmental characteristics of youth as they relate to and determine curriculum goals, relevance of content, instructional organization, independence and leadership development goals, career education goals, and other special needs of the early adolescent and middle student.
Knowledge of Child/Youth Development	University of Evansville	Interdisciplinary	Interdisciplinary	ID433	Human Growth and Development	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	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. Discusses concepts of critical period, health risk, physiologic reserve, and senescence. The relationship of physical, cognitive, and social theories of human development and age-related system changes given. Views motor behavior across life span within a social and psychological context.
Knowledge of Child/Youth Development	University of Evansville	College of Arts and Sciences	Psychology	PSYC226	Child and Adolescent Psychology	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Examines developmental stages from conception through adolescence, giving special emphasis to physical, cognitive, social, and emotional aspects related to maturational as well as learning processes.
Knowledge of Child/Youth Development	University of Indianapolis	School of Education	Teacher Education	EDU203	Psychology of Development, Learning and Instruction	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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 individual learners. In this course students will have an opportunity to study the field of human development and psychology as they relate to learning and teaching. The study of human development will focus on the period from birth to late adolescence. Typical development in adulthood also will be explored. Course required for all levels of licensing. *Register concurrently with EDUC-204. Prerequisite: EDUC-100 with a grade of C or higher.*

Knowledge of Child/Youth Development	University of Indianapolis	College of Arts and Sciences	Social Sciences	PSY220	Child and Adolescent Development	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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, personality, social, emotional, and physical development during these age periods. This course also acquaints students with current controversies, research methods, and applied issues in developmental psychology. *Prerequisite: PSY-120.*
Knowledge of Child/Youth Development	University of Southern Indiana	College of Education and Human Services	Education	EDUC202	Growth and Development: Middle childhood to Young Adult	http://www.usi.edu/educ/teach/courses.asp#196	Examines the early and current theories of adolescent/young adult development in the areas of physical, psychosocial (cultural influences), and cognitive/language/literacy development of adolescent/young adult students. Focuses on the integration of research findings and theories of growth and development in high school practice. Guided field experience required.
Knowledge of Child/Youth Development	University of Southern Indiana	College of Liberal Arts	Psychology	PSY261	Lifespan Development	http://www.usi.edu/libarts/psychology/description.asp	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 through old age are explored within the context of current and classical research in the field. Common physiological, familial, and social stresses associated with individual stages of development are reviewed. Prereq: PSY 201. F, Sp
Knowledge of Child/Youth Development	University of Southern Indiana	College of Liberal Arts	Psychology	PSY361	Child and Adolescent Psychology	http://www.usi.edu/libarts/psychology/description.asp	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 and post-natal environments on growth will be examined in the context of current and classical research in the field. Emphasis will be placed on recent advances in the understanding of forces affecting adaptive and maladaptive development. Prereq: PSY 201. F
Knowledge of Child/Youth Development	Indiana University Purdue University-Indianapolis	School of Physical Education and Tourism Management	Physical Education	P204	Motor Development	www.iupui.edu	Motor learning and development principles throughout the life span. Emphasis on observing and analyzing characteristic movement behavior, motor learning, and motor performance, with application to developmentally appropriate movement experiences.
Knowledge of Child/Youth Development	Indiana University Purdue University-Indianapolis	School of Physical Education and Tourism Management	Physical Education	P390	Growth and Motor Performance of K-12	www.iupui.edu	A study of growth and developmental characteristics of school-age youth. Emphasis is placed on motor development and movement performance, and the relationship to cognitive and affective behavior.
Knowledge of Child/Youth Development	Indiana University Purdue University-Indianapolis	School of Science	Psychology	B310	Life Span Development	www.iupui.edu	Emphasizes the life span perspective of physical and motor, intellectual and cognitive, language, social and personality, and sexual development. Commonalities across the life span, as well as differences among the various segments of the life span, are examined. Theory, research, and practical applications are stressed equally.
Knowledge of Child/Youth Development	Indiana University Purdue University-Indianapolis	School of Science	Psychology	B360	Child and Adolescent Psychology	www.iupui.edu	Development of behavior in infancy, childhood, and adolescence, including sensory and motor development and processes such as learning, motivation, and socialization.
Knowledge of Child/Youth Development, Individual Differences	Anderson University	College of Education	Education	EDUC2100	Life Span: Child and Adolescent Development	http://www.anderson.edu/registrar/catalog1012.pdf	The primary focus of this course is on characteristics of growth and development of young children through adolescence, including physical, psychological, social, cognitive, and emotional aspects. Required of all visual arts education, physical education, and music education majors.
Knowledge of Child/Youth Development, Individual Differences	Anderson University	College of Education	Education	EDUC2101	Child Development: Early and Middle Childhood Focus	http://www.anderson.edu/registrar/catalog1012.pdf	Focuses on characteristics of growth and development of children from birth through middle childhood, including physical, psychological, social, cognitive, and emotional aspects, as related to the practice of education. The effects of diversity of ethnicity, race, class, gender, sexual orientation, and culture on development will also be explored. Required of all education majors.

Knowledge of Child/Youth Development, Individual Differences	Anderson University	College of Education	Education	EDUC2102	Adolescent Development: Middle School and High School Focus	http://www.anderson.edu/registrar/catalog1012.pdf	Focuses on the characteristics of adolescent development including the three fundamental changes occurring biologically, cognitively, and socially. The course explores how these changes affect and are affected by the adolescent's family system, peer group, school environment, work experience, and leisure activities. The psychosocial changes of adolescence such as identity, autonomy, intimacy, sexuality, and achievement also will be considered.
Knowledge of Child/Youth Development, Works with Families	Marian University	School of Education	Education	EDU168	Middle School Support Seminar	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Co requisites: 163, 263. This course provides students opportunity to deepen their understanding of the culture of middle schools by investigating how teachers support the cognitive, social, physical, and moral development of early adolescents through collaboration with school administration, support staff, parents, and community agencies. Learning about the responsibilities of middle school teachers occurs through readings, lecture, discussion, and interviews with school personnel. (SPR)
Knowledge of Child/Youth Development, Works with Families	St. Mary's	Psychology and Communicative Disorders	Psychology	Pscy304	Psychology of Children and Families in Contemporary Society		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 focuses on the effects on children of the following systems: dual career families, divorce, single parent and blended families, the role of the father, and daycare. The course is organized as a seminar, with assigned readings from texts and journal articles. Students will be asked to develop and administer a survey, and to write and present a short literature review on a topic of interest. Prerequisite: Psyc 301 or permission of the instructor. 3 credits.
Observation and assessment	Anderson University	College of Education	Education	EDUC3120	Educational Assessment for the Classroom Teacher	http://www.anderson.edu/registrar/catalog1012.pdf	Preparation for elementary and secondary education majors in knowledge bases of assessment and its classroom use. Course includes knowledge and use of a variety of assessment designs, strategies, and interpretation to inform teaching. Students conduct action research and design a comprehensive unit based on assessment.
Observation and assessment	Anderson University	College of Science and Humanities	Chemistry	CHEM2700	Science Teaching Methods	http://www.anderson.edu/registrar/catalog1012.pdf	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 or private school setting. Topics covered and jointly pursued by AU faculty and the master teacher include learning theories, classroom management, inquiry-based teaching, history of science, special/gifted education.
Observation and assessment	Anderson University	College of Science and Humanities	Chemistry	CHEM4700	Science Teaching Methods II	http://www.anderson.edu/registrar/catalog1012.pdf	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 rubrics/grading/assessment, the appropriate use of technology, science department budgets, professional development goals, and the support resources available to science teachers, such as journals and professional organizations.
Observation and assessment	Anderson University	College of Science and Humanities	Physics	PHYS1110	Explorations of Teaching Science I	http://www.anderson.edu/registrar/catalog1012.pdf	This course offers students an opportunity to explore teaching as a vocation. The course will provide students who enjoy science an introduction to the theory and practice of teaching science in diverse settings. Students will meet together weekly to discuss science and to develop lessons for instructing one another and then elementary students in local public schools.
Observation and assessment	Anderson University	College of Science and Humanities	Physics	PHYS1120	Explorations of Teaching Science II	http://www.anderson.edu/registrar/catalog1012.pdf	A continuation of Explorations of Teaching Science I with similar objectives but directed towards middle school and junior high students. Upon completion of Explorations I and II students are generally able to make a decision as to whether science teaching is a desired vocation.
Observation and Assessment Methods	Manchester College		Education	412	General Methods for Adolescent Learners	http://www.manchester.edu/catalog/majorminor.htm	The study of curriculum, methods and materials, computer applications and teacher assessment of student learning for grades 5-12. Must be taken in January prior to student teaching. Prerequisites: EDUC 230, 352, 360.

Observation and Assessment Methods	Marian University	School of Education	Education	EDU315	Differentiation Strategies for Teaching and Learning	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisite: Successful completion of Phase I. The course explores multiple ways of organizing curriculum and assessing and instructing children. Styles of learning, multiple intelligences, differentiated instruction, formal and informal assessment strategies, and use of state standards as part of the planning model are components of this course. (FAL)
Observation and Assessment Methods	University of Indianapolis	College of Arts and Sciences	Social Sciences	SWOK200	Working with Children and Youth	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Survey of child welfare services and intervention strategies. Course examines developmental, health, risk, service, legal, and advocacy problems and issues for human services professionals engaged in practice with children and youth. Assessment and intervention strategies for children and adolescents are included as determined by student interest. *Elective: Open to all students.*
Observation and assessment, Appreciates Youth/Children	Anderson University	College of Science and Humanities	Religious Studies	CMIN2230	Educational Ministry with Children	http://www.anderson.edu/registrar/catalog1012.pdf	Planning and conducting an educational ministry with children in the local church. Approaches to teaching/learning that encourage achievement of objectives of Christian education with children through elementary years.
Observation/assessment	Anderson University	College of Science and Humanities	Religious Studies	CMIN3230	Educational Ministry with Families	http://www.anderson.edu/registrar/catalog1012.pdf	Resources and models related to Christian family life education are explored. Focus on designing and implementing family-life educational models that may be used in local, state, regional, or national church settings.
Observation/assessment	Anderson University	College of Science and Humanities	Religious Studies	CMIN3260	Approaches to Youth Ministry	http://www.anderson.edu/registrar/catalog1012.pdf	Approaches to developing effective ministry with youth in the local congregation. Emphasizes historical developments, biblical and theological foundations, relational elements, leadership and volunteer development, and structuring and implementing local youth ministry.
Observation/assessment methods	Ball State University	College of Applied Science and Technology	Family and Consumer Sciences	FCSED395	Methods and Materials for Teaching Family & Consumer Sciences	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/fcs02_cast.html#(FAMILY%20AND%20CONSUMER%20SCIENCES%20(FCS)	Organization of teaching units and lesson plans; selection and use of teaching methods and materials.
Observation/assessment methods	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	PEP310	Evaluation in Physical Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#PHYSICAL%20EDUCATION:%20FITNESS/WELLNESS%20(PEFWL)	Measurement and evaluation in physical education with emphasis on underlying philosophy, tests, construction, and use of test results. *Prerequisite:* physical education teaching majors must meet Decision Point 2 requirements.
Observation/assessment methods	Ball State University	College of Science and Humanities	Physiology and Health Sciences	HSC290	Evaluation and Assessment in School Health	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/physlhsc02_csh.html#HEALTH%20SCIENCE%20(HSC)	Designed as an introduction to evaluation and assessment strategies in school health. Students will examine teacher behavior, classroom management, and design of instructional materials and techniques related to school health; develop tools including rubrics for assessing student work; and participate in related field experience.
Observation/Assessment Methods	Bethel College	School of Education	Education	EDUC102	Foundations of Education	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	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 education, the role of teacher unions and professional associations and selected issues in education. Field experiences at three levels are required: elementary, middle school/junior high and high school.
Observation/Assessment Methods	Bethel College	School of Education	Education	EDUC205	Educational Pedagogy	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	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; motivation; research on effective teaching and effective schools; assessment and evaluation technique; how to interpret test scores; and how to explain them to parents. Fifteen hours of field experience are included.

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

Observation/Assessment Methods	Grace College	Teacher's College	Education	EDU333	Classroom Assessment	http://www.grace.edu/academics/registrar/09-10_catalog.php	An investigation of measurement theory and its practical application and limitations in the classroom. A major emphasis is placed upon the construction and analysis of tests and other evaluation tools used by the classroom teacher. Prerequisite: EDU110, EDU235. Two hours.
Observation/Assessment Methods	Hanover College	School of Social Sciences	Education	EDU316	Curriculum, Planning and Assessment in the Middle/Junior /Senior High School	http://www.hanover.edu/academics/programs/	Addresses careful design and planning of instruction that clearly defines (1) what the teacher wants students to be able to do; and (2) what evidence of student learning the teacher will accept. The course is based on the assumption that all students should be assessed in multiple ways in order that they explain, interpret, apply, have a perspective, empathize, and have self-knowledge. Field experience required.
Observation/Assessment Methods	Huntington University	Division of Education, Kinesiology and Recreation Management	Education	ED311	Early Adolescent Curriculum and Development	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	This course, first in a sequence of secondary methods, addresses adolescent development along with an introduction to the concept of cultural proficiency. Middle school philosophy and curriculum provides the context for developing instructional strategy, traditional assessment forms and techniques for enhancing secondary reading. A 30-hour field experience is required.
Observation/Assessment Methods	Huntington University	Division of Education, Kinesiology and Recreation Management	Education	ED320	Adolescent Curriculum and Development	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	This course gives the secondary education candidate experience developing instructional strategies appropriate for high school curriculum with an emphasis on performance based learning and assessment. In addition, classroom management, student learning style, writing across the curriculum, along with further exploration of cultural proficiency will be addressed.
Observation/Assessment Methods	Indiana Wesleyan University	College of Arts and Sciences	School of Theology and Ministry	YTH220P	Youth Ministry Observation	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	Introduction to the basic elements of youth ministry by first-hand observation in a local church setting. The student will identify a specific church setting for observation/practicum. Emphasis will be upon exposure to and some participation in the general aspects of local church youth ministry especially related to those ministries with impact upon adolescents. An average of four hours of observation would be required each week. Co-requisite: YTH-220.
Observation/Assessment Methods	St. Joseph College	Social Sciences	Education	EDC311	Measurement Theory and Assessment	www.saintjoe.edu	Teacher candidates will gain practical experience in the knowledge base, construction, and application of formal and informal assessments. Emphasis is placed on the documentation and analysis of student outcomes. Includes Professional Field Experience. **Fee**
Observation/Assessment Methods	St. Mary of the Woods College	Education	Education	ED308	Assessment and Evaluation	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	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 assessments, and evaluation/ interpretation of data to understand and guide student outcomes and make curricular decisions. Winter, every year. Requires admission to the Teacher Education Program. Course fee.
Observation/Assessment Methods	Trine University	Education	Education	EDU462	Educational Measurement	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	A study of methods of assessment and evaluation that include standardized tests, teacher-made tests, authentic assessment, rubrics, portfolios, performance assessment, informal assessment. Prerequisite: Benchmark #2
Observation/Assessment Methods	University of Evansville	College of Education and Health Science	Education	EDUC464	Assessment, Evaluation and Remediation of Students with Special Needs	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Students learn the nature of educational assessment by studying the principles and practices of diagnostic procedures in special education. Examines formal and informal assessments, standardized tests, test administration, test interpretation, and summary writing in the primary academic areas of reading, mathematics, and written expression. Learn to utilize assessment as a means for formulating educational goals and instructional objectives along with measuring a student's progress. An instructional remediation practicum in reading, mathematics, and written expression assigned.
Observation/Assessment Methods	University of Southern Indiana	College of Education and Human Services	Education	EDUC243	Observation and Assessment	http://www.usi.edu/educ/teach/courses.asp#197	Examines the importance of observation and documentation to the assessment process. Techniques for each area will be considered. Field experience required.

Observation/Assessment Methods, Individual Differences	St. Joseph College	Social Sciences	Education	EDC214	Differentiated Methods for Exceptional Needs	www.saintjoe.edu	This course will focus on the use of assessment to drive instruction in the academic curriculum. Curriculum development, technology applications, instructional strategies, and evaluation of students with diverse needs in both general and special education settings will be addressed. **Fee**
Observation/Assessment Methods, Individual Differences	St. Mary's	Education	Education	EDUC365	Assessment Strategies/Exceptional Learners		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 will be placed on the selection, use and interpretation of various instruments, and use of assessment information in the identification and placement of students with mild disabilities. Exploration of the assessment process in relation to Individualized Educational Plans will be a specific focus. *Field experience. Prerequisites: EDUC 230, 240
Observation/assessment, Works with families	Anderson University	College of Science and Humanities	Religious Studies	CMIN2260	Educational Ministry with Youth	http://www.anderson.edu/registrar/catalog1012.pdf	Approaches to planning and conducting youth ministry in the local church. Focus on teaching/learning procedures that encourage achievement of objectives of Christian education with adolescents.
Planning for Cognitive and Language Learning	Anderson University	College of Arts	Communications	COMM2100	Speech Disorders Survey	http://www.anderson.edu/registrar/catalog1012.pdf	Survey of speech disorders as might be found in the classroom. Recommended for both elementary and high school teachers.
Planning for Cognitive and Language Learning	Anderson University	College of Arts	Communications	COMM2410	Communications for Language Arts	http://www.anderson.edu/registrar/catalog1012.pdf	Advanced communication for the language arts teaching major. Course content includes intrapersonal and interpersonal communication, listening, verbal and nonverbal communication, small group dynamics, and oral interpretation.
Planning for Cognitive and Language Learning	Anderson University	College of Education	Education	EDUC3400	Principles of Language Acquisition	http://www.anderson.edu/registrar/catalog1012.pdf	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 Communication Skills and CALP – Cognitive Academic Language Proficiency) and investigate the role of psycholinguistic and sociolinguistic principles, motivation, affective, and other factors that can influence language learning.
Planning for Cognitive and Language Literacy	Bethel College	School of Education	Education	ELED221	Children's Literature	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	A study of children's literature for the elementary grades, considering the various types, with attention given to the reading and evaluation.
Planning for Cognitive and Language Literacy	Bethel College	School of Education	Education	SCED445	Specific Methods in English	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	Methods and materials for teaching English are examined and practiced. Field experience is required.
Planning for Cognitive and Language Literacy	Bethel College	School of Education	Education	SCED329	Adolescent Literature	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	This course covers primarily genres and themes in young adult literature applicable for middle and high school curriculum with some children's literature. Along with surveying contemporary literature and professional resources, lesson planning and reading theory will be discussed.
Planning for Cognitive and Language Literacy	Butler University	School of Liberal Arts	Communications	COM332	Language Development	http://www.butler.edu/registrar/classes/courses	Major theoretical approaches to language acquisition, the perspectives and nature of language, normal and abnormal language behavior and basic management will be considered.
Planning for Cognitive and Language Literacy	Butler University	School of Education	Middle and Early Childhood Education	ED307	Children's Literature	http://www.butler.edu/registrar/classes/courses	This introductory course in children's literature is designed to acquaint and develop an appreciation of a wide variety of traditional and contemporary literature available for children. Pre-service students are provided opportunities to prepare, present, and evaluate the effective use of literature in curriculum planning.
Planning for Cognitive and Language Literacy	Butler University	School of Education	Middle and Early Childhood Education	ED308W	Reading and Language Arts: Middle Childhood	http://www.butler.edu/registrar/classes/courses	This course will provide students with opportunities to explore the nature of literacy for middle childhood. Students will become familiar with current theoretical perspectives on developing literacy, explore a wide variety of texts to support literacy growth and learning, and gain practical experience in instruction and assessment.

Planning for Cognitive and Language Literacy	Butler University	School of Education	Secondary Education	ED329	Teaching Reading in Secondary Schools	http://www.butler.edu/registrar/classes/courses	This course increases the pre-services teacher's ability to improve reading comprehension in secondary school students. Strategies for engagement and improvement of the reading process are studied and practiced. Field experience required.
Planning for Cognitive and Language Literacy	Butler University	School of Education	Secondary Education	ED420	Young Adult Literature and Strategies for Teaching It	http://www.butler.edu/registrar/classes/courses	This course familiarizes students with a wide variety of young adolescent fiction and non-fiction that include multicultural and ethical considerations. At the same time, good teaching strategies will be modeled and practiced.
Planning for Cognitive and Language Literacy	DePauw University	College of Liberal Arts	English	ENG292	Children's Literature	http://www.depauw.edu/catalog/section3.asp	An examination of children's literature, attending to its history, canon and audience - both children and adults - and to selected topics, such as storytelling and censorship. Establishing criteria for several genres, students read widely to judge poetry, realistic fiction, picture books, fantasy, etc. and to compile bibliographies. *May be counted toward a major in English. Offered second semester.*
Planning for Cognitive and Language Literacy	Franklin College		Education	EDU 223	Children's and Adolescent Literature	http://www.franklincollege.edu/catalog	A critical examination of a wide variety of literature for children and young people. Values of literature for children, standards for judging quality, exposure to books about other cultures, and methods of encouraging responses to literature are emphasized. *Elementary education students must take concurrently with EDP 222 and EDU 222.* Fall.
Planning for Cognitive and Language Literacy	Franklin College		Education	EDE 344	Teaching and Learning Literacy I	http://www.franklincollege.edu/catalog	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 instruction of reading, writing, listening, speaking, and viewing in a diverse community of learners. *Taken concurrently with EFE 384, EDE 365, and SCI 334 Prerequisites: 2.50 GPA (A=4.00) and admission to the teacher education program.* Fall, junior year.
Planning for Cognitive and Language Literacy	Franklin College		Education	EDE 345	Teaching and Learning Literacy II	http://www.franklincollege.edu/catalog	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 techniques; and professional development. *Taken concurrently with EFE 385, EDE 366, and SCI 335. Prerequisites: 2.50 GPA (A=4.00), EDE 344, and admission to the teacher education program.* Spring, junior year.
Planning for Cognitive and Language Literacy	Franklin College		Education	EDS 422	Teaching Reading in Content Areas	http://www.franklincollege.edu/catalog	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 strategies that will accommodate the learning styles and special needs of a diverse classroom. *Taken concurrently with EDS 456 and SST 489. Prerequisites: 2.50 GPA (A=4.00) and admission to student teaching program.* Spring, first four weeks, senior year.
Planning for Cognitive and Language Literacy	Goshen College		Education	EDUC303	Literacy I:Developmental	http://www.goshen.edu/academics/departments/	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 writing in many modes and styles. A study of literacy development, methodology and curricular options for K-6 learners. Includes study of literacy and exceptional needs learners. Opportunity to work with children and teachers in diverse classroom settings.
Planning for Cognitive and Language Literacy	Goshen College		Education	EDUC307	Children and Adolescent Literature	http://www.goshen.edu/academics/departments/	A survey of children's and young adolescent literature studying genre, authors, illustrators, the art of writing and illustration; extensive reading in the field as well as writing a book for children.
Planning for Cognitive and Language Literacy	St. Mary's	Education	Education	EDUC304	Developmental Reading		This course develops the knowledge, skills, and teaching strategies essential in implementing a balanced classroom reading program that includes an emphasis on the use of word study, context, and meaningful text. *Field experience.
Planning for Cognitive and Language Literacy	St. Mary's	Education	Education	EDUC308	Children's Literature		The study of various genres of children's literature appropriate for integration in the elementary and middle school curriculum. Practical applications and experiences for extending literature will be provided. *Field experience.

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

Planning for Cognitive and Language Literacy Learning	Marian University	School of Education	Education	EDU347	Elementary Reading and Children's Literature	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisites: 346 and successful completion of Phase I. Co requisite: 325. This course integrates elements of reading and the study of children's literature. The course includes diagnosis and techniques for assisting children with reading problems, use of diagnostic instruments, and remedial instruction. It also includes a focus on genres of children's literature, selecting and evaluating and using children's literary materials in and out of the classroom. A practicum is required for this course. (SPR)
Planning for Cognitive and Language Literacy Learning	Martin University	School of Liberal Arts	English	ENG302	Children's Literature	http://www.martin.edu/downloads/martin_catalog.pdf	Studies the varieties in children's literature from the various genres
Planning for Cognitive and Language Literacy Learning	Oakland City University	School of Education	Education	EDUC330	Middle and Secondary Reading Problems and Intervention	http://www.oak.edu/academics/index.php	Reading problems encountered by students in middle school and high school are studied. Assessment of student ability, learning styles, and potential are covered. A field experience is required. Pre-service teachers will mentor small groups of students. (Same as SPED 330.)
Planning for Cognitive and Language Literacy Learning	Oakland City University	School of Education	Education	EDUC334	Reading in Middle School	http://www.oak.edu/academics/index.php	Explores methods and materials that are developmentally appropriate to use in teaching middle school students. Field experience required.
Planning for Cognitive and Language Literacy Learning	Oakland City University	School of Arts and Sciences	English	ENG326	Adolescent and Young Adult Literature	http://www.oak.edu/academics/index.php	Criteria for the selection and study of literature written especially for adolescents and young adults in middle and high schools; classical and contemporary literature enjoyed by youth globally.
Planning for Cognitive and Language Literacy Learning	St. Mary of the Woods College	Education	Education	ED227	Literacy Development I	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Examines developing languages and literacy abilities in children. Includes overview of child development theory and its relationship to communication skills; effects of environment; and techniques to support a child's natural process of learning. Fall, every year. Course fee.
Planning for Cognitive and Language Literacy Learning	St. Mary of the Woods College	Education	Education	ED228	Literacy Development II	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Examines development and progression of methods, materials and theories necessary for the teaching of the six language arts: literacy, writing, talking, listening, viewing, and visually representing. Winter, every year. Course fee.
Planning for Cognitive and Language Literacy Learning	Trine University	Education	Education	EDU353	Children's Literature	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	Major emphasis is placed on selection and reading of quality children's literature associated with early childhood, middle childhood, and early adolescent stages of development. Literary genres are studied in relation to their value to children. Ways to best present literature in the classroom are explored, including children's responses to literature. Open to elementary education majors only.
Planning for Cognitive and Language Literacy Learning	Trine University	Education	Education	EDU445	Teaching of Reading	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	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 to help children who are experiencing difficulties learning to read. Open to elementary majors only. Prerequisite: Benchmark #2; Corequisite: EDU 441
Planning for Cognitive and Language Literacy Learning	University of Evansville	College of Education and Health Science	Education	EDUC325	Developmental Linguistics	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Examines linguistic development in humans from the initial attempts at speech and language to the production of mature language. Content assists the prospective talker in identifying speech disorders and evaluating speech and language development. Theories of language acquisition presented along with their implications for language arts programming from infancy through the junior high/middle school. Lab experiences and report writing included. Prerequisites: Education 100, 200; Psychology 226.

Planning for Cognitive and Language Literacy Learning	University of Evansville	College of Education and Health Science	Education	EDUC330	Literature for the Elementary and Adolescent Child	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Literature, stories, essays, issues, and language materials for kindergarten through young adult reviewed. Corequisites: Education 418, 420, 426; or permission of instructor. Fall.
Planning for Cognitive and Language Literacy Learning	University of Evansville	College of Education and Health Science	Education	EDUC331	Communicating Values of Literature	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Studies values of literature for middle school (grades five to nine) and junior and senior high school students, and develops techniques for helping the character. Teachers and community leaders are trained to lead small and large group discussions. Materials are selected to further the interests, tastes, and values of all available literature.Prerequisites: One general education literature course; Education 100, 200; or permission of instructor.
Planning for Cognitive and Language Literacy Learning	University of Evansville	College of Education and Health Science	Education	EDUC427	Corrective Reading	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Diagnosis and treatment of reading difficulties for the classroom teacher are discussed. Emphasizes diagnostic strategies and treatment procedures for common kinds of reading problems. Clinical experiences integral to this course. Prerequisite: Education 422. Spring.
Planning for Cognitive and Language Literacy Learning	University of Evansville	College of Education and Health Science	Education	EDUC428	Reading in Context Areas	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Provides overview of basic reading skills and specific comprehension and vocabulary skills for the content areas. Study techniques, reading levels, and comprehension development are examined, and skills in teaching content area lessons developed. Field placement included.
Planning for Cognitive and Language Literacy Learning	University of Evansville	College of Education and Health Science	Education	EDUC426	Teaching Reading	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Theory and methodology of teaching reading emphasized. Stresses basic knowledge and competency required for planning and implementing developmental reading programs in the elementary school. Basic instrumental emphasis on developing the diagnostic-prescriptive instructional design.
Planning for Cognitive and Language Literacy Learning	University of Indianapolis	School of Education	Teacher Education	EDUC334	Developmental Literacy	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Helps both candidates and practicing teachers assess and teach literacy in classrooms. Emphasis is placed on working with students with learning disabilities. Candidates develop proficiency in administering, scoring,and analyzing interest/attitude surveys, individualized reading inventories, and writing samples with a small group of students. Using the results of these diagnostic tools, the candidates design and implement one-on-one lessons to build on the strengths and meet the needs of students. *Course required for all-grade and secondary education teachers seeking an endorsement in Mild Interventions.*
Planning for Cognitive and Language Literacy Learning	University of Indianapolis	School of Education	Teacher Education	EDUC360	Literacy and Pedagogy in the Context Areas	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Provides necessary background material and strategies related to new literacies across the curriculum. The course also integrates learning for unit and lesson planning. Students learn specific strategies related to new literacies and learning, with some emphasis on teaching English language learners. Students review traditional classroom materials, the role of supplemental texts, and applications of Web 2.0. The role of writing to learn also is addressed, with specific strategies and applications appropriate to various content areas. *Course required for secondary and all-grade licensure. Register concurrently with EDUC-371 and EDUC-365. Prerequisite: Admission to Teacher Education Program.*
Planning for Cognitive and Language Literacy Learning	University of Indianapolis	School of Education	Teacher Education	EDUC420	Children's Literature	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Explores the many genres (both fiction and nonfiction) and formats (e.g., picture books, magazines, and media) of children's literature that are appropriate for use in elementary classrooms. Students learn how to evaluate texts for literary and visual quality and use these texts to support their future students' understanding of themselves and the world around them. Special attention is given to motivating students to become lifelong readers. *Prerequisite: EDUC-335 with a grade of C or higher. Course required for elementary (primary and intermediate) licensure.*
Planning for Cognitive and Language Literacy Learning	University of Southern Indiana	College of Education and Human Services	Education	EDUC441	Young Adult Literature	http://www.usi.edu/educ/teach/courses.asp#201	Course provides an overview of literature for adolescents and young adults. Participants will critique these materials and design plans for incorporating all genres of young adult literature in middle school and high school classrooms.

Planning for Cognitive and Language Literacy Learning, Individual Differences	Indiana Wesleyan University	College of Arts and Sciences	Teacher Education	EDS324	Literacy for the Adolescent with Exceptional Needs	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	Addresses the literacy needs of the adolescent and adult learner with exceptional needs through an integrated, balanced literacy approach. Special emphasis is placed on expository reading/writing and the study skills required in the middle and high school classroom. Functional literacy skills are also examined.
Planning for Cognitive and Language Literacy, Respect for Diverse Cultures	Butler University	School of Liberal Arts	Communications	COM359	Intercultural Communications	http://www.butler.edu/registrar/classes/courses	The purpose of this course is to lead students to acquire the concepts and skills needed to manage effectively communicative encounters in which intercultural factors make a difference.
Planning for Cognitive and Literacy Learning	Ball State University	College of Science and Humanities	English	ENG204	Literature for Children	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/english02_csh.html#ENGLISH%20(ENG)	An overview of children's literature and an intensive study of various genres of grades K to 6 with an emphasis on Standard 3 of the Indiana Academic Standards for English Language Arts. Cannot be counted as an elective in English.
Planning for Cognitive and Literacy Learning	Ball State University	College of Science and Humanities	English	ENG304	Teaching Writing in Elementary School	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/english02_csh.html#ENGLISH%20(ENG)	Focuses on theory, research, methods, strategies and program models for teaching writing in the elementary classroom; includes a guided laboratory experience that develops reading/writing connections, and includes listening, speaking, viewing, and visual representing.
Planning for Cognitive and Literacy Learning	Ball State University	College of Science and Humanities	English	ENG311	Language Arts Methods	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/english02_csh.html#ENGLISH%20(ENG)	Modern methods and materials for teaching written and oral expression, language use, spelling, handwriting, and literature in the elementary grades. Cannot be counted as an elective in major or minor programs in English.
Planning for Cognitive and Literacy Learning	Ball State University	College of Science and Humanities	English	ENG414	Young Adult Literature	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/english02_csh.html#ENGLISH%20(ENG)	Recent literature suitable for students of varying abilities in junior high/middle and secondary schools. Emphasizes reading of selections with some attention given to methodology.
Planning for Cognitive and Literacy Learning	Ball State University	Teacher's College	Education	EDRDG390	Emergent Literacy	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/elem02_tc.html#EDUCATION:%20READING%20(EDRDG)	Basic understanding of environments and planned activities that foster positive attitudes and interests related to reading, procedures that stimulate early literacy development, and related practical experiences with young children.
Planning for Cognitive and Literacy Learning	Ball State University	Teacher's College	Education	EDRDG400	Teaching of Reading in Today's School	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/elem02_tc.html#EDUCATION:%20READING%20(EDRDG)	Designed to review the current thinking, approaches, and methodology of teaching reading in today's schools. Attention is directed to theories of reading, emergent literacy, comprehension, vocabulary, and work analysis strategies as well as the planning of the total developmental reading program, with emphasis on reading at the elementary level.
Planning for Cognitive and Literacy Learning	Ball State University	Teacher's College	Educational Studies	EDLIB461	Materials for Children	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/seced02_tc.html#EDUCATION:%20ADULT%20AND%20COMMUNITY%20(EDAC)	Reading and examining books and other materials for the enrichment of library programs for preschool through upper elementary.
Planning for Creative Learning	Anderson University	College of Arts	Art and Design	ARTS3500	Art in the Elementary School	http://www.anderson.edu/registrar/catalog1012.pdf	Explores the means of developing creative potential in elementary students through a concentrated study of two- and three-dimensional art media and processes appropriate to developmental stages
Planning for Creative Learning	Anderson University	College of Arts	Art and Design	ARTS4580	Contemporary Art Education	http://www.anderson.edu/registrar/catalog1012.pdf	Survey of art in public education, with emphasis on selection and organization of art curriculum and materials
Planning for Creative Learning	Anderson University	College of Arts	Art and Design	ARTS4700	Methods of Teaching Art in the Public School	http://www.anderson.edu/registrar/catalog1012.pdf	Clarifies the role of art teachers in the public school system. Gives practical knowledge about art and teaching that leads to success in the classroom.
Planning for Creative Learning	Anderson University	College of Arts	Communications	THEA2350	Acting for Everyone	http://www.anderson.edu/registrar/catalog1012.pdf	Designed to introduce students to the fundamental principles of performance. Emphasis will be placed on Spolin-styled theatre games and developing competent improvisational skills.

Planning for Creative Learning	Anderson University	College of Arts	Communications	THEA4700	Strategies for Teaching Theatre Arts	http://www.anderson.edu/registrar/catalog1012.pdf	Methodology of teaching theatre arts in secondary school.
Planning for Creative Learning	Anderson University	College of Music	Music	MUED3100	Music in the Middle School	http://www.anderson.edu/registrar/catalog1012.pdf	Materials and methods used for middle school general music and beginning choral and instrumental instruction. Includes study of early adolescent student development as it relates to music.
Planning for Creative Learning	Anderson University	College of Music	Music	MUED3100	Music in the Elementary School	http://www.anderson.edu/registrar/catalog1012.pdf	Materials and methods of teaching music in the elementary school. Observation opportunities for music majors.
Planning for Creative Learning	Anderson University	College of Music	Music	MUED3120	Vocal Music in Secondary Schools	http://www.anderson.edu/registrar/catalog1012.pdf	Materials and methods of teaching choral music in the secondary school. Observation opportunities for music majors.
Planning for Creative Learning	Anderson University	College of Music	Music	MUED3130	Instrumental Music Education	http://www.anderson.edu/registrar/catalog1012.pdf	Materials and methods available for instrumental groups at elementary and secondary levels. Observation opportunities for music majors.
Planning for Creative Learning	Anderson University	College of Music	Music	MUED4700	Methods of Teaching Public in Public	http://www.anderson.edu/registrar/catalog1012.pdf	Taught in conjunction with the professional semester. Materials and methods adapted to the specific areas and levels in which students are involved in student teaching.
Planning for Creative Learning	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	PEP108	K-12 Dance	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#PHYSICAL%20EDUCATION:%20FITNESS/WELLNESS%20(PEFWL)	Focuses on developing teaching methods and dance skills for K-12 instruction in social forms of dance such as folk, square, line, and country western. Includes cultural background, basic steps, and methodology.
Planning for Creative Learning	Ball State University	College of Fine Arts	Art	AED200	Understanding Art	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/art02_cfa.htm#ART:%20CRAFTS%20(ACR)	Introduction to art history, art criticism, aesthetics, and studio art processes of drawing, painting, printmaking, and sculpture. Lecture and studio experiences integrate art criticism, aesthetics, and art history with hands-on studio art projects
Planning for Creative Learning	Ball State University	College of Fine Arts	Art	AED201	Introduction to Art Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/art02_cfa.htm#ART:%20CRAFTS%20(ACR)	Introduction to art education as a teaching profession. Emphasizes investigating artistic growth of normal and special populations and the materials, techniques, tools, art concepts, and strategies appropriate for teaching art to such students.
Planning for Creative Learning	Ball State University	College of Fine Arts	Art	AED304	Art Curriculum and	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/art02_cfa.htm#ART:%20CRAFTS%20(ACR)	Designed to develop the art students' abilities to make art-curricular judgments by developing art-curriculum plans and designing art experiences.
Planning for Creative Learning	Ball State University	College of Fine Arts	Fine Arts	CFA101	Introduction to Fine Arts: Art, Drama, Music and	http://www.bsu.edu/web/catalog/undergraduate/colleges/Collpages/col_cfa02.html#(CFA)	Interdisciplinary course offering students experiences with visual art, dance, music, and theatre as approaches to reality. Emphasizes developing basic vocabulary and exploring a range of historical styles.
Planning for Creative Learning	Ball State University	College of Fine Arts	Music	MUSED100	Principles of Music Teaching: Seminar & Practicum	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/school_of_music02_cfa.html#SCHOOL%20OF%20MUSIC%20(MUSCH)#SCHOOL%20OF%20MUSIC%20(MUSCH)	Overview of the music teaching profession emphasizing basic terminology, instructional procedures, and curricular concepts. Performance-based assessment for all developmental levels, technology, and portfolio development experiences. Practicum includes directed observation, demonstration, and supervised participation experience in K-12 music programs.
Planning for Creative Learning	Ball State University	College of Fine Arts	Music	MUSED150	Classroom Instruments and Voice	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/school_of_music02_cfa.html#SCHOOL%20OF%20MUSIC%20(MUSCH)#SCHOOL%20OF%20MUSIC%20(MUSCH)	Development of fundamental vocal performance techniques and performance skills on guitar, recorder, and other classroom instruments. Peer teaching experiences and introduction to classroom music repertoire for K-12 settings.

Planning for Creative Learning	Ball State University	College of Fine Arts	Music	MUSED265	Basic Music for Classroom Teachers	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/school_of_music02_cfa.html#SCHOOL%20OF%20MUSIC%20(MUSCH)#SCHOOL%20OF%20MUSIC%20(MUSCH)	Designed to build on the future teacher's sensory musical experience toward development of basic music reading, use of social and keyboard instruments, and expansion of acquaintance with the heritage of the world's music
Planning for Creative Learning	Ball State University	College of Fine Arts	Music	MUSED351	Elementary General Music Methods	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/school_of_music02_cfa.html#SCHOOL%20OF%20MUSIC%20(MUSCH)#SCHOOL%20OF%20MUSIC%20(MUSCH)	Focuses on philosophy, approaches/methods, and materials needed to teach a general music course in elementary school settings. Emphasizes teaching skill development, musical development of children, performance-based assessment, technology, classroom management, continued portfolio development, and field experiences.
Planning for Creative Learning	Ball State University	College of Fine Arts	Music	MUSED353	Secondary General Music Methods	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/school_of_music02_cfa.html#SCHOOL%20OF%20MUSIC%20(MUSCH)#SCHOOL%20OF%20MUSIC%20(MUSCH)	Focuses on philosophy, techniques, and materials needed to teach a general music course in middle and high school settings. Emphasizes teaching skill development, musical characteristics, needs of adolescents, performance-based assessment, technology, classroom management, continued portfolio development, and field experiences.
Planning for Creative Learning	Ball State University	College of Fine Arts	Music	MUSED365	Music in the Elementary School	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/school_of_music02_cfa.html#SCHOOL%20OF%20MUSIC%20(MUSCH)#SCHOOL%20OF%20MUSIC%20(MUSCH)	Covers current teaching and learning strategies in music. Focuses on appropriate musical experiences and materials for children.
Planning for Creative Learning	Ball State University	College of Fine Arts	Theatre	THEAT395	Introduction to Teaching Methods for Theatre	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/theat02_cfa.html#DANCE%20(DANCE)	Theory and practice of teaching theatre in middle and secondary schools. Includes curriculum development, instructional planning, classroom management techniques, methods and strategies of instruction, assessment, and use of instructional aids and activities for the classroom.
Planning for Creative Learning	Bethel College	School of Arts and Sciences	Art Non Traditional	AART317	Art Education in Secondary School	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	A study of the vicissitudes of artistic development in regards to high school art students who may or may not be contemplating a future in the visual arts. Projects and topics include: teaching portfolio preparation, implementing new technology in the arts, and teaching art with a multidisciplinary approach. Lecture and lab.
Planning for Creative Learning	Bethel College	School of Arts and Sciences	Art Non Traditional	AART303	Methods in Art Therapy	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	The seminar class for Pre-Art Therapy majors covering the techniques, methods and practices of the art therapist. Observations take place out of class and in directly applicable situations. This course must be taken in the spring of junior year, prior to senior internship.
Planning for Creative Learning	Bethel College	School of Arts and Sciences	Art Non Traditional	AART312	Art Education in the Elementary School	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	A study of the artistic growth and developmental stages of children in relation to creative expression. Students will study theory and developmentally appropriate practice for teaching art in the elementary classroom and experiment with visual art materials. Fieldwork required.
Planning for Creative Learning	Butler University	School of Education	Middle and Early Childhood Education	ED204	Infusing the Arts into Early and Middle Childhood Education	http://www.butler.edu/registrar/classes/courses	This course is designed to prepare the pre-service teacher to use the fine arts of dance, music, theatre and visual arts to enrich classroom life and enhance learning across the curriculum, as well as to enhance personal aesthetic development.
Planning for Creative Learning	Butler University	Jordan College of Fine Arts	Music	ME101	Foundations in Music Education I	http://www.butler.edu/registrar/classes/courses	An introduction to the field of music education and the music education program at Butler University. On site experiences with K-12 students is required. Additionally, students will experience basic musicianship through Dalcroze and Laban activities.
Planning for Creative Learning	Butler University	Jordan College of Fine Arts	Music	ME102	Foundations in Music Education II	http://www.butler.edu/registrar/classes/courses	A continuation of ME 101 with additional work in instrumental and vocal techniques and conducting. Continuation of field experiences and work in Dalcroze and Laban pedagogies.

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

Planning for Creative Learning	DePauw University	School of Music	Music Education	MUS355	Secondary General Music: Methods, Materials and Curricula	http://www.depauw.edu/catalog/section3.asp	Introduction to teaching general music in the secondary schools. Examination of the objectives, organization and operation of a secondary general music program. Study of teaching materials, curricula, instructional methods and assessment practices appropriate for adolescent learners. Observation of and participation in music teaching are included in the coursework.
Planning for Creative Learning	DePauw University	College of Liberal Arts	Education Studies	EDUC332	Artistic Dimensions of Teaching	http://www.depauw.edu/catalog/section3.asp	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 on the teacher role. Activities include pantomime, role playing and oral interpretation as vehicles to improve self-confidence, voice and positive approaches to the nuances of the classroom. *May not be taken pass/fail.*
Planning for Creative Learning	Franklin College		Fine Arts	FNA 420	Fine Arts for Elementary Teachers	http://www.franklincollege.edu/catalog	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 disciplines. Taken concurrently with EFE 484, EDE 444, EDE 443, EDE 457, EDE 499, EDU 315, and PED 322. *Prerequisites: 2.50 GPA (A=4.00) and admission to student teaching program.* Fall, senior year.
Planning for Creative Learning	Franklin College		Music	MUS 359	Music Methods	http://www.franklincollege.edu/catalog	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 (reading, singing, playing, listening, and creating) needed to conduct an effective music program in a classroom. *Prerequisites: 2.50 GPA (A=4.00) and admission to the teacher education program.*
Planning for Creative Learning	Goshen College		Art	ART312	Teaching Visual Art	http://www.goshen.edu/academics/departments/	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 curriculum and lesson planning, reading in art education, art classroom management and evaluation. Includes field work. All art majors strongly encouraged to take this course. Visual art education majors must take it for 4 credits; others may take it for 3 credits.
Planning for Creative Learning	Goshen College		Education	EDUC330	Fine Arts for Children	http://www.goshen.edu/academics/departments/	A study of drama, art and music as it pertains to the elementary classroom. Participatory experiences, integration across the arts and integration of the arts into the classroom.
Planning for Creative Learning	Hanover College	School of Social Sciences	Education	EDU322	Methods in Junior High/Middle School and High School: Art.	http://www.hanover.edu/academics/programs/	An analysis of the general topics of testing, curriculum and organization, and legal aspects of teaching as well as the integration of specific methods related to the teaching of art. Includes field experience. Prerequisite:316.
Planning for Creative Learning	Huntington University	Division of Education, Kinesiology and Recreation Management	Education	ED342	Visual Arts Methods	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	Organization, selection and use of art materials for elementary, middle and secondary schools. Curricula and methods designed to develop pupil capabilities for perception, appreciation and creation of art are explored.
Planning for Creative Learning	Huntington University	Division of Education, Kinesiology and Recreation Management	Recreational Management	RC253	Creative Dynamics	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	A study of the techniques of improvisational dramatics, including physical, social and psychological exercises. Special attention will be given to ways of expressing ideas and emotions and to the use of original dramatizations as teaching tools. *Identical with TH 253.*

Planning for Creative Learning	Huntington University	Division of Visual and Performing Arts	Music	MU325	Middle School Music Methods	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	The study of the musical development of children and young adolescents ages 10-14 years as well as methods and materials for teaching general music, guitar class, piano class, beginning band, beginning choir and exploratory music appreciation courses in middle school or junior high.
Planning for Creative Learning	Ancilla College	Division of History, Behavioral Sciences, Education and Business	Education	ED260	Curriculum Development Using Art, Music, Movement and Play	http://www.ancilla.edu/academics/course-descriptions.htm	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. Music and Movement: Introduce the relationship of music and movement to the development of the young child. Analyzes methods and materials appropriate for integrating music and movement into the early childhood curriculum. Play: Introduce the importance of play in a young child's life. Examine how play increases the child's ability to learn. Different faculty members will teach each area of study during the course of the semester. Prerequisite: ED 205; Prerequisite or concurrent: ED/PSY 256. Prerequisite(s) must have a grade of "C" or better.
Planning for Creative Learning	Indiana Wesleyan University	College of Arts and Sciences	School of Arts and Humanities	ART371	Art for Elementary School Teachers	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	A course designed to acquaint the elementary major with many methods of teaching art in the public school. It includes teaching techniques and skills in handling the various art materials suitable for the elementary school classroom. A strong emphasis is placed on correlating art into the other elementary subjects.
Planning for Creative Learning	Manchester College		Art	205	Elementary Art Education Techniques	http://www.manchester.edu/catalog/majorminor.htm	A course to develop skills in handling various media for use in the elementary and junior high/middle schools. It combines a study of the art curriculum at these levels with a study of the general elementary curriculum and how the two are interrelated. Lab fee required.
Planning for Creative Learning	Manchester College		Art	216	Elementary Arts & Crafts	http://www.manchester.edu/catalog/majorminor.htm	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 and its relationship to the total curriculum of the elementary and junior high/middle schools. Lab fee required
Planning for Creative Learning	Marian University	School of Liberal Arts	Visual Arts	Art371	Art Therapy	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisite: PSY 230. A survey of art therapy techniques, history, and case studies. One hour lecture, six hours contact per week. Cross-listed as PSY 371. (2FE)
Planning for Creative Learning	Marian University	School of Liberal Arts	Visual Arts	Art465	Art Therapy Internship	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisites: Junior 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 cooperating establishment with the approval of the department liaison. The contract includes goals, procedures, credit assignment, supervision and evaluation criteria. Credits earned in the internship are not included in the 40-credit limit in the student's major. Graded S/U. (SEM)
Planning for Creative Learning	Marian University	School of Education	Education	EDU221	Expressive Arts	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	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. Developmentally appropriate practices in arts methods and materials are presented and discussed with an emphasis on process rather than product. Assignments may include writing and presenting integrated activity plans that are developmentally appropriate, designing an arts and content-related bulletin board, observing and interviewing a "specials" teacher and attending an arts-related event. (SEM)
Planning for Creative Learning	Oakland City University	School of Arts and Sciences	Art	ART235	Introduction to Art Education	http://www.oak.edu/academics/index.php	For prospective teachers, with emphasis on the current Indiana Association Board requirements, Discipline Based Art Education, and the National Art Education Standards. Course includes the foundations of art education, observations, teaching experiences,lesson plan development, evaluation techniques, special needs issues, and multi-cultural experiences.

Planning for Creative Learning	Oakland City University	School of Arts and Sciences	Art	ART325	Elementary Art Methods	http://www.oak.edu/academics/index.php	Art teaching methodology specific to the elementary grades.
Planning for Creative Learning	Oakland City University	School of Arts and Sciences	Art	ART326	Middle School Art Methods	http://www.oak.edu/academics/index.php	Art teaching methodology specific to the middle school grades.
Planning for Creative Learning	Oakland City University	School of Arts and Sciences	Art	ART327	Secondary Art Methods	http://www.oak.edu/academics/index.php	Art teaching methodology specific to high school
Planning for Creative Learning	Oakland City University	School of Education	Education	EDUC240	The Creative Arts	http://www.oak.edu/academics/index.php	Focuses on development of creative abilities in children, with emphasis on planning and implementing teaching-learning experience in play, music, art, drama, and movement. Examines the exploration of the arts in settings from early childhood through middle childhood.
Planning for Creative Learning	Oakland City University	School of Arts and Sciences	Music Education	MUS311	Music Education: Middle/Junior High School	http://www.oak.edu/academics/index.php	Methods and materials for middle school/junior high music teaching. Instruction will focus on curriculum development, special skills materials, and techniques needed to design and teach general music classes.
Planning for Creative Learning	St. Mary of the Woods College	Business, Art and Media	Art	AR340	Elementary Art Methods	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Psychology of children's development and expression and the skills necessary to stimulate and guide their art activities accordingly. Investigates the history of art as it affects cultural and aesthetic awareness. Fall, every year.
Planning for Creative Learning	St. Mary of the Woods College	Business, Art and Media	Art	AR341	Teaching Art in Senior/Junior/ Middle School	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Philosophy of art education and methods and materials for teaching art at the secondary level. Winter, even years.
Planning for Creative Learning	St. Mary of the Woods College	Education	Education	ED303	Music, Movement and the Arts	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Focuses on the value of the arts to all children. This methods course includes dance, movement, music, theatre, visual arts, and physical activities as media for communication, cultural understanding, enhanced motor development (for both typically developing and delayed children), and self-expression. Fall, every year. Requires admission to the Teacher Education Program. Coursefee.
Planning for Creative Learning	Taylor University	Liberal Arts	Art	ART309	Secondary Art Methods	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	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 a portfolio of art projects suitable for middle and high school students. Written assignments for the course will be added to the professional portfolio. *Prerequisites: EDU 150, 260, and approval into the Teacher Education Program. Corequisite: EDU 309.*
Planning for Creative Learning	Taylor University	Liberal Arts	Art	ART310	Elementary Art Education	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	Theory and foundations for the development of skills and learning experiences for use in the elementary art classroom. The Discipline-Based Art Education model will be utilized in preparing lesson plans, studio projects and practical application content.
Planning for Creative Learning	Trine University	Education	Education	EDU452	Art for Teachers	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	A study of discipline-based art education as it applies to the elementary classroom. Emphasis on the preparation of art projects and the use of art as a tool of learning using a variety of mediums and materials. Open to elementary majors only. Field experience. Prerequisite: Benchmark #2
Planning for Creative Learning	University of Evansville	College of Arts and Sciences	Art	ART102	Art in Elementary Schools	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Examination of the perceptual, creative, and aesthetic growth and development of children through art experiences. Some basic studio instruction with art appreciation and historical overview. Spring.
Planning for Creative Learning	University of Evansville	College of Arts and Sciences	Art	ART497	Methods of Teaching Art in High School/Jr High/Middle School and Elementary School	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	This course explores the creative and mental growth of elementary, middle school, and secondary school students participating in classes for the visual arts. In addition, development of an area-specific portfolio is required. This class is for art education majors only.

Planning for Creative Learning	University of Evansville	College of Arts and Sciences	Music	MUS371	Secondary Methods in General Music	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Examines theoretical, performance, pedagogical, technological, and integrative skills applied in secondary music education. Introduces strategies for teaching and designing both performing and non-performing music courses. Investigates approaches to curriculum development, computer-assisted instruction, assessment of standards and lesson planning.
Planning for Creative Learning	University of Indianapolis	College of Arts and Sciences	Art	ART280	Teaching of Elementary School Art	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Preparation for the teaching of art in elementary grades. Basic skills, techniques, and materials are discussed, evaluated, and handled so that the student becomes acquainted with suitable forms of expression in art and its relationship to the total curriculum.
Planning for Creative Learning	University of Indianapolis	College of Arts and Sciences	Art	ART351	Art Methods for Elementary	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Designed for the classroom teacher, an introduction to art fundamentals with methods, materials, and rationale for integrating art into the elementary curriculum. Must be taken concurrently with student teaching.
Planning for Creative Learning	University of Indianapolis	School of Education	Teacher Education	MUS104	Explorations in Music Education	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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 teaching/learning, and music knowledge and skills, as well as dispositions necessary to become an excellent music teacher. Issues related to music assessment, classroom management, and different types of school settings are considered. *Field experience.*
Planning for Creative Learning	University of Indianapolis	School of Education	Teacher Education	MUS390	Secondary Choral Methods	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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 performing and nonperforming classes based on national and state standards. They will establish a firm philosophical ground for teaching music and acquire a basic knowledge of secondary school budgets, human resources, and technology. *Field experience.*
Planning for Creative Learning	University of Indianapolis	School of Education	Teacher Education	MUS391	Secondary Instrumental Methods	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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. Through weekly observation and assisting of master teachers, students will demonstrate teaching strategies for performing and nonperforming classes based on national and state standards. They will establish a firm philosophical ground for teaching music and acquire a basic knowledge of secondary school budgets, human resources, and technology. *Field experience.*
Planning for Creative Learning, Planning for Physical Learning	Calumet College of St. Joseph		Education	EDU487	Teaching the Arts, Music, Physical Education and Health in Elementary Schools	http://www.ccsj.edu/academics/resources/catalogs.html	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. Methods and teaching strategies will be incorporated into each lesson, providing the teacher candidate with hands-on experiences and materials for both teaching and assessment Field experience required.
Planning for Inter-Personal and Intra-Personal Development	Anderson University	College of Education	Education	EDUC3500	Leadership in Character Education	http://www.anderson.edu/registrar/catalog1012.pdf	Provides an introduction to the theoretical and practical knowledge and skills of character education. A framework for implementing character education in the classroom and school will be explored. This course fulfills one component for students to earn a “specialization” in character education. Open to non-education majors.
Planning for Inter-Personal and Intra-Personal Development	Anderson University	College of Science and Humanities	Sociology	SOCI2200	Self and Society	http://www.anderson.edu/registrar/catalog1012.pdf	Examines the interrelationship of self and society in the everyday world of social interaction. Particular emphasis on theoretical perspectives of the self, and related conceptions of self-concept and self-esteem, social roles, and identity. The importance of society in the development and expression of self is examined through a focus on socialization processes, language, deviance, and gender, with a particular emphasis on a postmodern context.

Planning for Inter-personal and Intra-personal Development	Ball State University	College of Communications, Information and Media	Communications	COMM440	Interpersonal Communications	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/comstud02_ccim.html#COMMUNICATION%20STUDIES%20(COMM)	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 message exchanges between people and how they affect the people involved. Introduces students to the approaches, variables, and topics that influence social interaction. Special attention is given to communication models, perception, symbols, systems, self-concept, attitudes, meaning, and nonverbal message cues.
Planning for Inter-personal and Intra-personal Development	Ball State University	Teacher's College	Counseling Psychology	CPSY230	Human Relationships Development	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/counspsy02_tc.html#COUNSELING%20PSYCHOLOGY%20(CPSY)	An introduction to the basic psychological principles and techniques of enhancing relationships with self and others. Emphasizes understanding self-limiting behavior, self-understanding, and skill development and knowledge in the dynamics of interaction with others.
Planning for Inter-Personal and Intra-Personal Development	Butler University	School of Liberal Arts	Communications	COM351	Small Group Communication	http://www.butler.edu/registrar/classes/courses	Theory and practice in group discussion, leadership, decision making and interpersonal communication in small groups.
Planning for Inter-Personal and Intra-Personal Development	Butler University	School of Liberal Arts	Communications	COM353W	Interpersonal Communications	http://www.butler.edu/registrar/classes/courses	The study of recent theory and practice governing dyadic interactions in conversations and relationships. Writing intensive.
Planning for Inter-personal and Intra-Personal Development	DePauw University	College of Liberal Arts	Communications and Theatre	COMM125	Interpersonal Communications	http://www.depauw.edu/catalog/section3.asp	An introduction to the theories and skills involved in two-person interactions. Attention will also be given to the development of competencies and skills relevant to various interpersonal contexts. *Not open to students with credit in COMM 225.*
Planning for Inter-personal and Intra-Personal Development	DePauw University	College of Liberal Arts	Communications and Theatre	COMM223	Public Communications and Controversy	http://www.depauw.edu/catalog/section3.asp	An exploration of the nature and methods of persuasive communication, including motivational theories, attention, logical argument, audience analysis and the role of personality, integrated with practice in public speaking.
Planning for Inter-personal and Intra-Personal Development	DePauw University	College of Liberal Arts	Communications and Theatre	COMM224	Small Group Communication	http://www.depauw.edu/catalog/section3.asp	The communication processes of small group participation and leadership with an emphasis on the dynamics of small group discussion and decision making. *Not open to students with credit in COMM 124.*
Planning for Inter-personal and Intra-personal Development	Goshen College		Business	BUS322	Organizational Communication	http://www.goshen.edu/academics/departments/	(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 and organizational structure; examination of power, culture, and conflict in organizations; and analysis of verbal and nonverbal messages in interpersonal, small-group and public settings. Assignments will assist students in developing skills in listening, analysis, speaking and writing. Prerequisite: Comm 240 or Bus 316.
Planning for Inter-personal and Intra-personal Development	Goshen College		Peace and Justice	PJCS305	Pro-Social Behavior 3	http://www.goshen.edu/academics/departments/	(Cross-listed from Psyc 305) A study of theories and empirical research concerned with positive human interaction. Topics of special focus include altruism, empathy and service from the perspective of both the helper and the recipient. Some attention to applications in education, government and church agencies. Offered alternate years.
Planning for Inter-personal and Intra-personal Development	Goshen College		Peace and Justice	PJCS426	Conflict in Groups 3	http://www.goshen.edu/academics/departments/	Using a systems approach, students will explore conflicts in organizations and communities, locating and examining models for assessment, diagnosis, intervention and evaluation. Working with case studies and real life situations of structural injustice and conflict, students will learn practical strategies for dialogue, problem-solving, healing, reconciliation and system change. Prerequisite: PJCS 325.

Planning for Inter-personal and Intra-personal Development	Grace College	School of Arts and Sciences	Behavioral Sciences	BHS327	Social Psychology	http://www.grace.edu/academics/registrar/09-10_catalog.php	A study of the social behavior of the individual and the group. Particular attention is given to the development and dynamics of social groups, social perception, motivation, attitudes and values. Prerequisite: PSY230 or PSY234. Three hours.
Planning for Inter-personal and Intra-personal Development	Grace College	School of Arts and Sciences	Communications	COM213	Interpersonal Communications	http://www.grace.edu/academics/registrar/09-10_catalog.php	An examination of the process of communication and interpersonal relationships focusing on the role of the self, people perception, the environment, and the interaction of interpersonal orientations. Personal skills in resolving conflict and stimulating friendships are examined through exposure to theory, practical exercises, and the analysis of experiences in current relationships. Three hours.
Planning for Inter-personal and Intra-personal Development	Grace College	School of Arts and Sciences	Communications	COM216	Small Group Communication	http://www.grace.edu/academics/registrar/09-10_catalog.php	An examination of the theory, processes, and applications of small group communication. Specific topics of consideration include leadership, roles, norms, decision making, problem solving, group cohesiveness, management of member participation and conflict management. Three hours.
Planning for Inter-personal and Intra-personal development	Hanover College	School of Natural Sciences	Psychology	PSY166	People in Groups	http://www.hanover.edu/academics/programs/	Explores psychological approaches to group processes and to understanding individual behavior in various modern social contexts, as well as the impact of contemporary society on groups and their members. Partially satisfies the Modern Society LADR.
Planning for Inter-personal and Intra-personal development	Hanover College	School of Social Sciences	Sociology	SOC166	People in Groups.	http://www.hanover.edu/academics/programs/	Explores sociological approaches to the study of group dynamics and their role in understanding phenomenon in contemporary society such as race and ethnicity, the family and other institutions. Partially satisfies the Modern Society LADR. Serves as a gateway course in Sociology. Not open to students who have taken soc 161, 161, 163, 164, 167 or 211.
Planning for Inter-personal and Intra-personal Development	St. Mary of the Woods College	Languages & Literacy	Communications	CO112	Interpersonal Communications	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	A skill development course that addresses perception checking, behavioral descriptions, language, paraphrasing, active listening, responses to criticism, sending clear messages, and win-win negotiating. Reading assignments give a foundation for action. Activities stress practice and demonstrate acquisition skills. Fulfills general studies requirement. WED only.
Planning for Inter-personal and Intra-personal Development	St. Mary's	Communicative Studies, Dance & Theatre	Communications	C200	Interpersonal Communications		A study of interpersonal communication theories and concepts. Focus on the role of communication in understanding and maintaining healthy interpersonal relationships.
Planning for Inter-personal and Intra-personal Development	St. Mary's	Communicative Studies, Dance & Theatre	Communications	C203	Small Group Communications		A study of the process and theories of communication in small groups. The focus is on improving individual communication in groups.
Planning for Inter-personal and Intra-personal Development	Taylor University	Liberal Arts	Communications	CAS120	Interpersonal Communications	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	The study of self-esteem, empathic listening, language, nonverbal behavior, conflict and ethics in interpersonal communication designed to expand students' understanding of themselves and human relationships. *Meets general education speaking requirement.*
Planning for Inter-personal and Intra-personal Development	Trine University	Arts and Sciences	Communication	COM163	Interpersonal Communication	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	Communication concepts and principles are pragmatically applied to interpersonal communication in work, college, dating, family, and social settings. Communication exercises, role plays, and case studies enable students to analyze communication dynamics and improve communication skills employing language, nonverbal communication, listening, perception of self and others, relationship development, and assertiveness. Extensive training in conflict management skills and analysis.
Planning for Inter-personal and Intra-personal Development	University of Evansville	College of Arts and Sciences	Communications	COMM382	Team Building and Group Communication	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Theoretical foundations and practical skills for examining and applying communication principles in groups. Surveys concepts such as cohesiveness, leadership, groupthink, deviance, networks, choice shift, and brainstorming as they relate to communication. Prerequisite: Communication 130.

Planning for Inter-personal and Intra-personal Development	University of Indianapolis	College of Arts and Sciences	Communication	COMM135	Introduction to Human Communication	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Surveys the nature and applications of principles of human communication derived from classical and contemporary theory and research. Course will present concepts, principles, theories, and research findings relevant to understanding the complexities of human communication. It further will provide insights into the multidimensional contexts of communication, including facets of understanding the self, relational transactions,group interactions, public speaking, organizational behavior, and cultural diversity.
Planning for Inter-personal and Intra-personal Development	University of Indianapolis	College of Arts and Sciences	Communication	COMM330	Group Communication	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Examines communicative interaction in small groups. Students study theory and research in group communication, participate in discussions, and develop skills in small-group transactions. Stress is placed on verbal and nonverbal messages, problem solving, norms, roles, cohesiveness, conflict, and leadership.
Planning for Inter-personal and Intra-personal Development	University of Indianapolis	College of Arts and Sciences	Communication	COMM331	Interpersonal Communications	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Provides the student with information, insight, and current theory concerning communication on an interpersonal level. Emphasis is placed on self-awareness, self-disclosure, barriers, supportiveness in verbal transactions, nonverbal messages, message reception, and interpersonal relationships. The student is given the opportunity and specific means for learning and internalizing the relevant concepts through research and experiential vehicles.
Planning for Inter-personal and Intra-personal Development	University of Southern Indiana	College of Liberal Arts	Communication Studies	CMST107	Introduction to Interpersonal Communicati	http://www.usi.edu/libarts/comm/CMST/description.asp	Increases understanding of oneself, the many roles one plays in the communication process, and the interpersonal relationships of individuals in society. Course includes nonverbal communication, the role of language in structuring interpersonal situations, and the importance of dialogue in resolving interpersonal conflicts. F, Sp, Su
Planning for Inter-personal and Intra-personal Development	University of Southern Indiana	College of Liberal Arts	Communication Studies	CMST214	Group and Team Communication	http://www.usi.edu/libarts/comm/CMST/description.asp	Introduces students to the basics of group and team communication. Students learn about the dynamics of group interaction with emphasis on leadership, decision making, and group preparation. Students will be exposed to a variety of group types, including standing committees, ad hoc groups, task forces, special interest groups, and administrative groups. F, Sp
Planning for Inter-personal and Intra-Personal Development, Respect for Diverse Cultures	DePauw University	College of Liberal Arts	Sociology and Anthropology	SOC319	The Individual and Society	http://www.depauw.edu/catalog/section3.asp	An introduction to social psychology from a sociological perspective. Several major theories in social psychology are discussed in relation to topics, such as interpersonal relationships, person perception, motivation, socialization, self and the social construction of reality. *Prerequisite: one course in SOC 100, PSY 100 or ANTH 151. Not open to students who have credit in PSY 260 and 261.*
Planning for Interpersonal and Intrapersonal Development	Indiana Wesleyan University	College of Arts and Sciences	School of Arts and Humanities	COM115	Human Communication	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	Provides students with an understanding of communication encountered in various social settings, with an emphasis on both theoretical and practical aspects. Students will gain an understanding of communication as it affects the individual in message construction, interpersonal interaction, group and organizational settings, public settings, cultural settings, and mass communication settings. Also examines the ethics of communication, and participate in group projects, leading to presentations.
Planning for Interpersonal and Intrapersonal Development	Indiana Wesleyan University	College of Arts and Sciences	School of Arts and Humanities	COM209	Small Group Communication	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	Provides background and skills related to small group communication theory and practice. Students participate in group projects leading to class presentations. Topics include leadership, discussion, roles, consensus, organization, decision-making, and persuasion. Standards for ethical conduct are considered. Prerequisite: COM-115 or permission of Division.
Planning for Interpersonal and Intrapersonal Development	Indiana Wesleyan University	College of Arts and Sciences	School of Arts and Humanities	COM352	Interpersonal Communication	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	Practical study through examination of theory, actual practice, and criticism of the speech communication process in relatively unstructured face-to-face settings.
Planning for Interpersonal and Intrapersonal Development	Manchester College		Communications	210	Interpersonal Communication	http://www.manchester.edu/catalog/majorminor.htm	A study of the factors involved in sending and receiving messages in interpersonal relationships. The student is encouraged to develop increased awareness of the effect one's communicating has on others and on the self. Both theoretical and applied aspects are stressed in the course.

Planning for Interpersonal and Intrapersonal Development	Manchester College		Communications	212	Small Group Communication	http://www.manchester.edu/catalog/majorminor.htm	An introduction to small group communication theory and practice. Lectures and assignments will provide the opportunity to examine the impact of the following on communication in a small group setting: group roles, leadership, group interaction patterns and group formation and development. C-3RC.
Planning for Interpersonal and Intrapersonal Development	Martin University	School of Social Science	Psychology	Psy330	Group Dynamics	http://www.martin.edu/downloads/martin_catalog.pdf	Explores the psychological and theoretical foundations of group counseling and analyzes the dynamics of groups.
Planning for Interpersonal and Intrapersonal Development, Guidance Skills	Manchester College		Peace Studies	320	Conflict Resolution	http://www.manchester.edu/catalog/majorminor.htm	An advanced study of how to deal constructively with interpersonal, intra-organizational, and intergroup conflict.
Planning for Interpersonal and Intrapersonal Relationships	Huntington University	Division of Communications	Communications	CO246	Interpersonal Communications	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	This course introduces human communicative interaction in dyads and small groups. Theory is applied through participation in laboratory exercises and observation of dyads and groups on and off campus.
Planning for Interpersonal and Intrapersonal Relationships	Huntington University	Division of Business and Social Sciences	Psychology	PY321	Interpersonal Relationships	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	This course examines the dynamics of effective interpersonal relationships and how those dynamics are applied within the counseling field. Topics include personal factors that influence relationships, verbal and nonverbal behavior, barriers to effective communication and conflict, contextualized to basic counseling concepts and skills. Practical exercises and group work to develop those basic skills are an integral part of the course.
Planning for Interpersonal and Intrapersonal Relationships	Ancilla College	Division of Humanities	Communications	COMM116	Small Group Communication	http://www.ancilla.edu/academics/course-descriptions.htm	Introduction to effective use of the task-oriented group. Topics include the special nature of group communications, leadership styles, problem solving methods, special types of problems, and applications to various social organizations.
Planning for Interpersonal and Intrapersonal Relationships	Ancilla College	Division of Humanities	Communications	COMM215	Interpersonal Communications	http://www.ancilla.edu/academics/course-descriptions.htm	Study of communication between individuals. Topics include the developing self-concept, recognizing differences in perception, learning from emotion, finding meaning in verbal and non-verbal expressions, and resolving conflicts.
Planning for Intrapersonal and Interpersonal Development	Indiana University Purdue University-Indianapolis	School of Social Work	Social Work	S322	Human Behavior and Social Environment II: Small Group	www.iupui.edu	Examination of the significance of the small group as context and means for social development of individuals and as agent of change in the social environment. Discussion of the individual as a member of a variety of groups, including the family. The course considers the formal organization as a composite of groups.
Planning for Physical Learning	Anderson University	College of Science and Humanities	Kinesiology	EXSC2451	Foundations for Exercise Leadership I	http://www.anderson.edu/registrar/catalog1012.pdf	Emphasizes fundamentals necessary to lead effective group exercise activities based on exercise prescription applications. Develops applicable teaching methodology in various activity and lecture situations.
Planning for Physical Learning	Anderson University	College of Science and Humanities	Kinesiology	ExSC2452	Foundations for Exercise Leadership II	http://www.anderson.edu/registrar/catalog1012.pdf	Introduces a continuation of fundamentals necessary to lead effective group exercise activities based on exercise prescription applications. Applies teaching methodology in various activity and lecture situations.
Planning for Physical Learning	Anderson University	College of Science and Humanities	Kinesiology	PETE1300	Introduction to Teaching Physical Education	http://www.anderson.edu/registrar/catalog1012.pdf	Introduces foundational concepts in physical education teacher education, including historical and philosophical orientations, sub-disciplinary movements, career development, and physical education issues.

Planning for Physical Learning	Anderson University	College of Science and Humanities	Kinesiology	PETE1350	Teaching Team Sports	http://www.anderson.edu/registrar/catalog1012.pdf	Develops content knowledge and teaching skills in selected team sports. Emphasizes teaching progressions, rules and strategies, skill assessment, and management.
Planning for Physical Learning	Anderson University	College of Science and Humanities	Kinesiology	PETE2350	Teaching Individual, Dual, Recreational, and Lifetime Sports	http://www.anderson.edu/registrar/catalog1012.pdf	Develops content knowledge and teaching skills in selected individual, dual, recreational, and lifetime sports. Emphasizes teaching progressions, rules and strategies, skill assessment, and management. Fee required.
Planning for Physical Learning	Anderson University	College of Science and Humanities	Kinesiology	PETE3350	Teaching Fitness	http://www.anderson.edu/registrar/catalog1012.pdf	Reviews current activity levels and fitness of youth, promotes lifetime physical activity, analyzes field testing, and implements fitness activities for physical education programs. Uses the Physical Best model.
Planning for Physical Learning	Bethel College	School of Education	Education	SCED441	Secondary Health and Physical Education Methods	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	Methods and materials for teaching physical education are examined and employed. Field experience is required
Planning for Physical Learning	Bethel College	School of Education	Health and Physical Education	PHED168	Team Sports	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	A study of sports and recreation activities with emphasis on mastery of performance skills, teaching methods and techniques, and designing of unit and lesson plans. Includes lab. Available as an elective only by approval of PE Department Head.
Planning for Physical Learning	Bethel College	School of Education	Health and Physical Education	PHED166	Foundations of Physical Education	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	An introduction to the historical development of physical education and its growth and continuing role in the modern school and society. Emphasis is placed on the aims and objectives, scientific basis, curriculum development and career opportunities.
Planning for Physical Learning	Franklin College		Health/Phys Ed/Recreation	PED 350	Fundamental Skills in Secondary Physical Education	http://www.franklincollege.edu/catalog	This course focuses on how and what to teach in the secondary school physical education setting. The curriculum will be based on promoting a lifetime of physical fitness that will produce competent and confident participants. Skill themes and movement concepts will be refined in sport specific and wellness activities for secondary students with and without disabilities. *Prerequisites: PE K-12 majors - PED 250, PED 234, PED 345, EDU 225. Must also be enrolled in EFE/SFE 385. Recreation majors - PED 234, 250; or consent of department.* Spring.
Planning for Physical Learning	Franklin College		Health/Phys Ed/Recreation	PED 345	Fundamental Skills in Middle School Physical Education	http://www.franklincollege.edu/catalog	This course focuses on how and what to teach in the middle school physical education setting. The curriculum will be based on a variety of movement forms and will assist the students in exploring developmentally appropriate activities that are personally enjoyable and meaningful to middle school students with and without disabilities. *Prerequisites: PE K-12 majors - PED 234, PED 250, EDU 225. Must also be enrolled in EFE/SFE 384. Recreation majors - PED 234, PED 250; or consent of department.* Fall.
Planning for Physical Learning	Franklin College		Health/Phys Ed/Recreation	PED 341	Organization and Admin. of Physical Education Programs	http://www.franklincollege.edu/catalog	Administrative and organizational procedures and techniques involved in conducting successful K-12 physical education programs. Fall, odd academic years.
Planning for Physical Learning	Franklin College		Health/Phys Ed/Recreation	PED 322	Methods of Teaching Health, Physical Education and Safety in the Elementary Schools	http://www.franklincollege.edu/catalog	The unique contributions of health, physical education, and safety, as they relate to the total development of the elementary child, will be covered. Methods, materials management, and motivational and evaluation techniques for elementary children including the exceptional child will be covered. *Prerequisite: Students must be enrolled in EFE/SFE 384 or 484.* Fall.

Planning for Physical Learning	Franklin College		Health/Phys Ed/Recreation	PED 234	Introduction to Teaching and Coaching Physical Activities	http://www.franklincollege.edu/catalog	This course serves as an introduction for students who may enter a profession that includes the teaching and/or coaching of physical activities. Students will be presented with history, philosophies, and principles underlying the current status and nature of physical activity and sport within the school curriculum and society. The course will introduce background information and include discussion on sport psychology, pedagogy, and physiology. Fall.
Planning for Physical Learning	Franklin College		Health/Phys Ed/Recreation	PED 250	Fundamental Skills in Elementary Physical Education	http://www.franklincollege.edu/catalog	This course focuses on how and what to teach in the elementary school physical education setting. The curriculum will be based on skill themes, movement concepts, and fundamental motor, manipulative and body management skills for elementary students with and without disabilities. *Prerequisite: PE K-12 majors - PED 234, EDU 124. Must also be enrolled in EFE/ SFE 284. Recreation majors - PED 234 or consent of department.* Spring.
Planning for Physical Learning	Goshen College		Physical Education	PHED308	Teaching Sport Skill Strategies 3	http://www.goshen.edu/academics/departments/	This is an applied course focusing on fundamental techniques in a variety of sports. Content includes theory, best practice in secondary level pedagogy and skill content. There is a special focus on organization and management for teaching, skill progressions, and common problems/corrections of basic and intermediate-level skills and tactics.
Planning for Physical Learning	Goshen College		Physical Education	PHED309	Physical Education for Children	http://www.goshen.edu/academics/departments/	Philosophy, methods and materials for teaching physical education to children. Some practical experience with children included. While this course is open to any student, there is a clear focus on preparing students to teach elementary physical education.
Planning for Physical Learning	Huntington University	Division of Education, Kinesiology and Recreation Management	Education	ED410PHY	Physical Education Curriculum and Methods	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	Students learn creative and effective planning, instructional strategies and current curricular theories for teaching middle school and high school physical education courses. The course examines Indiana PE curriculum standards and PE teacher standards. A 20-hour field experience is required.
Planning for Physical Learning	Huntington University	Division of Education, Kinesiology and Recreation Management	Physical Education	PE211	Pedagogy of Team Sports I	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	The focus of this course is the development of teaching techniques, performance skills and rule comprehension of leisure time. Sports include soccer, football and volleyball.
Planning for Physical Learning	Huntington University	Division of Education, Kinesiology and Recreation Management	Physical Education	PE221	Pedagogy of Team Sports II	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	The focus of this course is on the development of teaching techniques, performance skills and rule comprehension of leisure time and individual sports. Sports include basketball, racquetball, track and field and softball.
Planning for Physical Learning	Huntington University	Division of Education, Kinesiology and Recreation Management	Physical Education	PE241	Pedagogy of Recreational Sports	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	The focus of this course is the development of teaching techniques, performance skills and rule comprehension of leisure time and individual sports. Sports include tennis, archery, golf, badminton and bowling.
Planning for Physical Learning	Manchester College		Exercise and Sport Sciences	205	Teaching Team Activities	http://www.manchester.edu/catalog/majorminor.htm	Students will develop personal skills, learn basic rules, and focus on teaching progressions, analyzing skills, and selecting appropriate skill tests for specific team activities. Concurrent enrollment in ESS 250. Fall.
Planning for Physical Learning	Manchester College		Exercise and Sport Sciences	206	Teaching Individual and Dual Sports	http://www.manchester.edu/catalog/majorminor.htm	Students will develop personal skills, learn basic rules, and focus on teaching progressions, analyzing skills, and selecting appropriate skill tests for specific individual and dual sports, and noncompetitive lifetime activities. Concurrent enrollment in ESS 260. Prerequisite: ESS 205 and 250. Spring.

Planning for Physical Learning	Manchester College		Exercise and Sport Sciences	301	Teaching Fundamental Movement	http://www.manchester.edu/catalog/majorminor.htm	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 within an interdisciplinary context. Concurrent enrollment with ESS 350 (waived for elementary education majors). Prerequisite: ESS 206, 260, and successful completion of Praxis I (elementary education majors exempted from all prerequisites). Fall.
Planning for Physical Learning	Marian University	School of Education	Education-Sport Science	ESS145	Health and Physical Education Teaching Methods	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	HPE Teaching Strategies designed to assist the HPE teaching major or minor in the development of lesson planning, leadership skills, methodology, and classroom procedures in the physical education environment. (2SE).
Planning for Physical Learning	Oakland City University	School of Arts and Sciences	Physical Education	PE220	Rhythmic Activities	http://www.oak.edu/academics/index.php	Fundamental rhythms and patterns with emphasis on folk and square dancing, aerobic dance, and children's rhythms. Rhythms are demonstrated and practiced.
Planning for Physical Learning	Oakland City University	School of Arts and Sciences	Physical Education	PE225	Recreational Activities	http://www.oak.edu/academics/index.php	Play from a scientific point of view, the educational value of play, and play organization games are demonstrated and practiced. Teaching methods are covered.
Planning for Physical Learning	Oakland City University	School of Arts and Sciences	Physical Education	PE335	Physical Education Methods/Adolescents & Young Adults	http://www.oak.edu/academics/index.php	Covers teaching techniques, problems, yearly unit curriculum, and courses of study. Also emphasized are teaching aids, characteristics and identification of physical growth, safety and first aid information, evaluation, and computer literacy.
Planning for Physical Learning	St. Joseph College	Natural Science	Physical Education	PE215	Activities for Elementary Grades	www.saintjoe.edu	An overview of dramatic play, games, rhythmics, playground/gymnasium procedures and methods relating to planning and implementing lesson plans with an emphasis on developing professional leadership values that promote expertise and professionalism.
Planning for Physical Learning	Trine University	Education	Health and Physical Education	HPE103	Teaching Sport and Recreational Activities I	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	The purpose of this class is to give the student an 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 demonstrate their ability to teach. (Sport Management and Exersice Science majors/minors only.)
Planning for Physical Learning	Trine University	Education	Health and Physical Education	HPE123	Teaching Sport and Recreational Activities II	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	This class builds on what was taught in HPE 103. The purpose of this class is to give the student an 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 demonstrate their ability to teach. (Sport Management and Exersice Science majors/minors only.)
Planning for Physical Learning	University of Evansville	College of Education and Health Science	Exercise and Sport Science	EXSS383	Curriculum Development in Lifetime Fitness Activities	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Gives an understanding of the concepts, movements, skills, and abilities needed to teach and participate in various health-related fitness and recreational activities throughout life. Also gives student an opportunity to teach various health-related fitness and recreational activities to diverse populations.
Planning for Physical Learning	University of Evansville	College of Education and Health Science	Exercise and Sport Science	EXSS482	Curriculum Development in Individual and Team Sports	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Gives student understanding of the teaching of individual and team sports. Also gives studentopportunity to teach the movements and skills needed to participate in lifetime individual sports, as well as design and implement lesson plans. Focus of course on secondary physical education.
Planning for Physical Learning	University of Indianapolis	School of Education	Kinesiology	KINS180	Teaching Individual and Dual Activities	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Course focuses on skill development, teaching methodology, and curricular models for selected individual and dual games for K–12 students (e.g., tennis, badminton, golf, tennis, and pickleball) through participation and guided reflection. Analysis of skills, progressions, error analysis and correction, teaching techniques, unit planning, skill assessment, evaluation, and teaching experiences also will be addressed.

Planning for Physical Learning	University of Indianapolis	School of Education	Kinesiology	KINS185	Teaching of Team Activities	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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, and football) through participation and guided reflection. Analysis of skills, progressions, error analysis and correction, teaching techniques, unit planning, skill assessment, evaluation, and teaching experiences will be addressed.
Planning for Physical Learning	University of Indianapolis	School of Education	Kinesiology	KINS220	Teaching and Methods of Conducting Physical Education	http://registrar.uindy.edu/academic_catalog/pdf/course_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 develop instructional strategies for leading and developing physical activity. Teaching methods and learning environments are analyzed; organizational and administrative techniques in sport and physical education areas also are discussed. This course prepares the student to teach physical skills effectively and lead learners through an effective physical activity program. *Prerequisites: EDUC-220, KINS-180, KINS-185.*
Planning for Physical Learning	University of Indianapolis	School of Education	Kinesiology	KINS240	Recreational Principles and Games	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Study of the purpose of recreational activity. Knowledge of recreational group activities and games for all ages, as well as exploration of methods used to develop desirable behavioral traits through their use.
Planning for Physical Learning	University of Indianapolis	School of Education	Kinesiology	KINS285	Teaching Physical Education in Elementary Schools	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Study of educational games, educational dance, and educational gymnastics, fitness, and wellness appropriate to the age and development of the child. The course focuses on the need for a high-quality physical education program in the elementary school and the unique outcomes of such a program. Developing curriculum, effective planning, discipline techniques, and legal liability are all areas that are covered in this course. For specialists in physical education, classroom teachers, and elementary school administrators.
Planning for Physical Learning	University of Southern Indiana	College of Education and Human Services	Physical Education	PED294	Teaching Team Sports	http://www.usi.edu/educ/physed/coursedescrip.asp#activity_courses	Students will learn how to teach team sports. Students will learn proper skill progressions, transition techniques that are used to link fundamental movement with sport skills, and how to evolve simple strategies into more complex offenses and defenses.
Planning for Physical Learning	University of Southern Indiana	College of Education and Human Services	Physical Education	PED385	Methods of Group Fitness	http://www.usi.edu/educ/physed/coursedescrip.asp#activity_courses	A course designed to prepare students to design and implement lessons that progressively and safely develop health-related fitness for people of varied fitness levels.
Planning for Physical Learning, Assures a Safe and Healthy Environment	Anderson University	College of Science and Humanities	Kinesiology	PEHS4710	Methods of Teaching Health	http://www.anderson.edu/registrar/catalog1012.pdf	Develops pedagogical knowledge and skills in teaching health. Reviews class organization, class management, and program planning in health education. Surveys media and Web-based instructional aids. Includes field experience in health classroom.
Planning for Physical Learning, Assures a Safe and Healthy Environment	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	EXSCI190	Foundations of Exercise Science	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#fig2	An introduction to such topics as career opportunities, exercise, nutrition, life-style changes, related professional organization and publications, physiological and psychological research, and other current information for wellness and fitness professionals.
Planning for Physical Learning, Assures a Safe and Healthy Environment	Manchester College		Exercise and Sport Sciences	440	Teaching Methods of Health and Physical Education	http://www.manchester.edu/catalog/majorminor.htm	An examination of K-12 health and physical education curricula, effective teaching methods, classroom materials and assessment of student learning. Students will participate in 20 hours of observation and teaching experience in a public school classroom. Must be taken the semester prior to student teaching. Prerequisite: formal approval to student teach. Fall.

Planning for Physical Learning, Individiual Differences	University of Indianapolis	School of Education	Kinesiology	KINS290	Introduction to Adapted Physical Education	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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 handicap conditions will be discussed. The course will identify various kinds of handicapped and learning-disabled students respective of characteristics and needs. One focus will be defining and understanding terms applicable to adapted, handicapped, and mainstreaming concepts. Principles and organization of specific programs for the physically handicapped and learning disabled will be outlined.
Planning for Physical Learning, Individual Differences	Anderson University	College of Science and Humanities	Kinesiology	PETE3720	Physical Education for Special Populations	http://www.anderson.edu/registrar/catalog1012.pdf	Introduces students to the physically, mentally, and emotionally handicapped. Acquaints students with characteristics and behavioral patterns, and with land and water activities that benefit the physiologically and socially handicapped. Includes teaching practicum with special education classes in the Anderson Community Schools.
Planning for Physical Learning, Individual Differences	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	PEP227	Introduction to Adapted Physical Education/Activity	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#PHYSICAL%20EDUCATION:%20FITNESS/WELLNESS%20(PEFWL)	Introductory knowledge of disabilities with emphasis on referral, placement, and programming in physical education and physical activity; relevant federal and state laws that pertain to the education and physical education of students with disabilities; and activity programming across the lifespan. Students are required to participate in field experiences.
Planning for Physical Learning, Individual Differences	Goshen College		Physical Education	PHED320	Adapted Physical Education and Sport	http://www.goshen.edu/academics/departments/	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 activity needs and interests of children and adolescents with disabilities. Critical aspects of motor development will be studied early in the semester, followed by adaptive programming and leadership of physical activity in inclusive settings. A concurrent field placement will be a required part of the class. This class is an elective for students in the sport management or sport communication concentrations.
Planning for Physical Learning, Individual Differences	Marian University	School of Education	Education-Sport Science	ESS363	Adaptive Sport Education	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	This course is designed to provide basic knowledge pertaining to students with disabilities in the physical education classroom. Additionally, federal and state laws pertaining to the education of individuals with disabilities are addressed. Practical, on-site work at a local school is included. (ADD)
Planning for Physical Learning, Individual Differences	St. Joseph College	Natural Science	Physical Education	PE331	Adapted Physical Education	www.saintjoe.edu	This course will provide content and disciplinary concepts related to understanding how individuals with disabilities differ in their approach to learning and development. It is designed to prepare teachers to plan developmentally appropriate verbal and nonverbal instructional units adapted to these differences.
Planning for Physical Learning, Individual Differences	Trine University	Education	Health and Physical Education	HPE202	Introduction to Adaptive Physical Education	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	Classroom discussion and supervised lab experience that familiarizes students with a general knowledge of various disability groups and the physical education needs of these special students.
Planning for Physical Learning, Individual Differences	Trine University	Education	Health and Physical Education	HPE212	Adaptive Physical Education	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	Classroom discussion and supervised lab experience that familiarizes students with a general knowledge of adaptive physical education and the inclusion process from assessment to writing I.E.P. goals.
Planning for Physical Learning, Observation and assessment	Anderson University	College of Science and Humanities	Kinesiology	PETE4300	Curriculum Development and Assessment in Physical Education	http://www.anderson.edu/registrar/catalog1012.pdf	Examines the integration of content, instruction, and assessment to the principles and practices of program development. Requires the creation of teaching documents that shape the physical education curriculum. Provides a field experience that promotes the application of curriculum development in three age-level settings. Reviews administrative issues facing physical education teachers.

Planning for Physical Learning, Uses Indoor and Outdoor Environments	Marian University	School of Education	Education-Sport Science	ESS269	Physical Activities for Elementary Grades	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	This course is designed to incorporate physical activities and game into the elementary physical education classroom. Emphasis will be on activities of play, games, lifetime fitness, playground/gymnasium procedures and lesson planning. This course requires the student to elementary classroom a minimum of 32 hours per semester. (2SO)
Planning for Physical Learning, Uses Indoor and Outdoor Environments	Marian University	School of Education	Education-Sport Science	ESS160	Team Sports	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	A study of rules, skills, strategy, and self-testing relating to team sports. The student receives instruction in teaching techniques in volleyball, softball, soccer, touch and flag football, basketball, and other team sports. (2SE)
Planning for Physical Learning, Uses Indoor and Outdoor Environments	Marian University	School of Education	Education-Sport Science	ESS228	Movement and Rhythmic Activity	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	This study and teaching application of the skills associated with movement, rhythmic, and associated activities in the physical education environment. Emphasis will be on the fundamental skills, appreciation, and instructional strategies and teaching methods. (2FE).
Planning for Physical Learning, Uses Indoor/Outdoor Environments	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	EXSCI148	Group Fitness Instruction	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#fig1	Develops practical knowledge and skills necessary to instruct group fitness programs through active participation.
Planning for Physical Learning, Uses Indoor/Outdoor Environments	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	PEP150	Introduction to Physical Fitness	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#PHYSICAL%20EDUCATION:%20FITNESS/WELLNESS%20(PEFWL)	Introduction to technology, resistance training principles, youth fitness training, and appropriate fitness instruction/assessment in a physical education setting.
Planning for Physical Learning, Uses Indoor/Outdoor Environments	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	PEP209	Introduction to Teaching Physical Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#PHYSICAL%20EDUCATION:%20FITNESS/WELLNESS%20(PEFWL)	Introduction to content development, teaching styles, and assessment within the areas of games and rhythms primarily in the elementary school curriculum. Field experience required.
Planning for Physical Learning, Uses Indoor/Outdoor Environments	Ball State University	College of Science and Humanities	Natural Resources and Environmental Management	NREM371	Outdoor Recreation and Society	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/natres02_csh.html	The role of outdoor recreation in modern society. Perspectives ranging from local to global. Examination of the history of outdoor recreation in the United States to the present day, with emphasis on issues in both public and private sectors. May require one weekend field trip in addition to regular laboratory periods.
Planning for Physical Learning, Uses Indoor/Outdoor Environments	Ball State University	College of Science and Humanities	Natural Resources and Environmental Management	NREM395	Teaching Environmental Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/natres02_csh.html	Opportunities for enriching instruction through environmental education in formal and non-formal educational settings. Studies conservation, outdoor and environmental education, including teaching techniques and instructional resources used in each.

Planning for Physical Learning, Uses Indoor/Outdoor Environments	Ball State University	College of Science and Humanities	Natural Resources and Environmental Management	NREM473	Outdoor Recreation Planning and Administration	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/natres02_csh.html	Application of basic principles and procedures for the planning and administration of resource-based and activity-based recreation areas. May require one weekend field trip as well as in-class field trips.
Planning for Physical Learning, Uses Indoor/Outdoor Environments	DePauw University	College of Liberal Arts	Kinesiology	KINS211	Coaching Techniques I	http://www.depauw.edu/catalog/section3.asp	Coaching techniques with emphasis upon methods, tactics and strategy. Students choose one outdoor sport and one indoor sport from the following: A. outdoor sports: football or soccer; and B. indoor sports: volleyball or basketball. Three meetings a week of lecture and laboratory.
Planning for Physical Learning, Uses Indoor/Outdoor Environments	DePauw University	College of Liberal Arts	Kinesiology	KINS212	Coaching Techniques II	http://www.depauw.edu/catalog/section3.asp	Coaching techniques with emphasis upon methods, tactics and strategy. Students choose two sports from the following: A. first half of semester: tennis or golf; and B. second half of semester: baseball, softball or track. Three meetings a week of lecture and laboratory. *Prerequisite: experience in the selected sports.*
Planning for Physical Learning, Uses Indoor/Outdoor Environments	DePauw University	College of Liberal Arts	Kinesiology	KINS231	Methods of Teaching Team Sports	http://www.depauw.edu/catalog/section3.asp	Instruction in the methods of teaching team sports to students of physical education or participants in a different sport setting, such as camps, commercial clubs or community recreation centers. Such topics as appropriate equipment, safety considerations, teaching progression, game rules, grade-level sequencing and lesson plan format are presented along with laboratory experiences in the performance of and teaching of basketball, softball/baseball, soccer and volleyball. Five meetings a week of lecture and lab.
Planning for Physical Learning, Uses Indoor/Outdoor Environments	DePauw University	College of Liberal Arts	Kinesiology	KINS232	Methods of Teaching Rhythmic and Physical Activities	http://www.depauw.edu/catalog/section3.asp	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 center. Methods will include fundamental skills and rules, progression in learning, sequencing for different ages, safety, unit plans and lesson plans. There are laboratory experiences in the performance of and teaching of rhythmic activities, such as basic movement, folk and square dance; and the physical activities of weight training, racquet sports, leisure activities, and track and field. Five meetings a week of lecture and lab.
Planning for Physical Learning, Uses Indoor/Outdoor Environments	Indiana Wesleyan University	College of Arts and Sciences	School of Physical and Applied Sciences	PHE122	Active Recreation Games	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	Students in this course will lead, develop, and explain new games that are related to active participation. A goal of the course is to improve fitness, enjoy indoor and outdoor activity, and expand each student's inventory of useful games.
Planning for Physical Learning, Uses Indoor/Outdoor Environments	Indiana Wesleyan University	College of Arts and Sciences	School of Physical and Applied Sciences	REC180	Rec Games and Intramural Sports	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	The recreation games portion of the course will include ice breakers, social mixers, quiet games, table games, and group activities. The intramural sports portion of the course will explore the planning, organization, and the overall administration of an intramural program.
Planning for Physical Learning, Uses Indoor/Outdoor Environments	Indiana University Purdue University-Indianapolis	School of Physical Education and Tourism Management	Physical Education	P212	Introduction to Exercise Science	www.iupui.edu	An introduction to the science of exercise and human movement. Special topics in exercise physiology, sport biomechanics, sports medicine, and motor integration.
Planning for Physical Learning, Uses Indoor/Outdoor Environments	Indiana University Purdue University-Indianapolis	School of Physical Education and Tourism Management	Physical Education	P324	Recreational Sports Programming	www.iupui.edu	Course provides an overview of the programmatic elements and techniques that currently exist in recreational sports. Specific topics include informal, intramural, club, and extramural programming; value of recreational sports; programming techniques; publicity and promotion; facility utilization; equipment concerns; safety; liability; and program observation.

Planning for Physical Learning, Uses Indoor/Outdoor Environments, Individual Differences	Indiana University Purdue University-Indianapolis	School of Physical Education and Tourism Management	Physical Education	P410	Physical Activity Programming for Individuals with Disabilities and Special Populations	www.iupui.edu	Course focuses on the provision of physical activity programs in community settings for individuals with special needs. Topics include laws relating to service delivery, conditions which may lead to impairment of ability to participate in physical activity, facility and equipment accessibility, activity modifications, contraindications to activity, and organized disabled sport.
Planning for Physical Learning, Uses Indoor/Outdoor Environments, Individual Differences	Indiana University Purdue University-Indianapolis	School of Physical Education and Tourism Management	Physical Education	P475	Motor Assessment and Service Delivery for Children, Youth and Adults with Disabilities	www.iupui.edu	Selecting and applying appropriate evaluation techniques for individuals with disabilities. Using assessment results to plan and implement appropriate physical activity programs. Service delivery models for physical education in public school and community settings, including consulting and conferencing skills.
Planning for Physical Leraning, Individual Differences	University of Indianapolis	School of Education	Kinesiology	KINS295	Adapted Physical Education	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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 adapted physical education specialist and the inclusive educational environment also are examined. The main focus of this course will be applying and practicing concepts in a teaching environment. Various placements will be utilized throughout the city. This course is applicable to all disciplines pertaining to the disabled individual. Prerequisite: KINS-290.
Professional Development	Anderson University	College of Education	Education	EDUC2000	Teaching as a Profession	http://www.anderson.edu/registrar/catalog1012.pdf	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, reform, and the future. The course draws heavily upon class participation, classroom observations, research, and oral and written communication skills.
Professional Development	Ball State University	College of Communications, Information and Media	Communications	COMM325	Interviewing	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/comstud02_ccim.html#COMMUNICATION%20STUDIES%20(COMM)	Examines the principles and types of interviews, with application of the principles in informational, persuasive, and employment interviews. Special attention is given to the various communication facets of the employment interview process: résumés, cover letters, selection interviews, and appraisal interviews.
Professional Development	Franklin College		Education	EDE 456	Professional Development and Performance Assessment	http://www.franklincollege.edu/catalog	A senior level course which includes the redesign of the teacher education program's compliance portfolio into a tool for successful job searching and the Impact on Student Learning Project. Strategies for demonstrating past leadership plus future career placement and advancement explored. Same as EDS 456. *Taken concurrently with EDE 457 and EST 489. Prerequisites: 2.50 GPA (A=4.00) and admission to student teaching program.* Spring, first four weeks, senior year.
Professional Development	Franklin College		Education	EDS 456	Professional Development and Performance Assessment	http://www.franklincollege.edu/catalog	A senior level course which includes the redesign of the teacher education program compliance portfolio into a tool for successful job searching and Impact on Student Learning Project. Strategies for demonstrating past leadership plus future career placement and advancement explored. Same as EDE 456. *Taken concurrently with EDS 422 and SST 489. Prerequisites: 2.50 GPA (A=4.00) and admission to student teaching program.* Spring, first four weeks, senior year.

Professional Development	Goshen College		Business	BUS319	Leading Nonprofit Organizations	http://www.goshen.edu/academics/departments/	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 management. Topics covered will include management and motivation of staff, trustees and volunteers, marketing, financial management, fund raising, planning, ethics, social responsibility, partnerships and sustainability.
Professional Development	Grace College	School of Arts and Sciences	Behavioral Sciences	BHS252	Leadership Principles and Development	http://www.grace.edu/academics/registrar/09-10_catalog.php	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, performance/evaluation, and spiritual/ servant leadership. As well, students will spend time observing leadership in action and will "do" leadership through service on the campus and in the community. Three hours.
Professional Development	Grace College	Teacher's College	Education	EDU332	Professionalism in Teaching	http://www.grace.edu/academics/registrar/09-10_catalog.php	Exposure to and experience with professional societies in education, community agencies and legal concerns. Addresses INTASC and IPSB standards for the teacher's professional role. Prerequisite: EDU110. Two hours.
Professional Development	Huntington University	Division of Business and Social Sciences	Business	BA345	Not for Profit Management	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	This course is designed to provide an overview of the issues and challenges of managing in the not-for-profit sector. Emphasis is given to the unique nature of not-for-profit organizations, program/service development and evaluation, motivation of staff and volunteers and marketing to constituent groups.
Professional Development	Huntington University	Division of Education, Kinesiology and Recreation Management	Recreational Management	RC211	Community Recreation and Youth Agencies	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	The development and function of community organizations and their interrelationships, especially those which serve youth and programming for their needs and fundraising techniques for public agencies are studied.
Professional Development	Indiana Wesleyan University	College of Arts and Sciences	School of Theology and Ministry	ICD229	Essentials of Nonprofit Management	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	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, finance, and human resource development. In addition students will be introduced to the fundamental principles of organizational effectiveness and capacity building. Finally the course will provide an opportunity to examine the contributions of the non-profit sector in the broader social and economic environment.
Professional Development	Manchester College		Education	410	The Teacher in Today's School	http://www.manchester.edu/catalog/majorminor.htm	An examination of critical issues facing teachers in today's schools. Topics are variable but will include classroom management, legal rights and responsibilities of teachers, and career service assistance. Taken concurrently with student teaching. Spring.
Professional Development	University of Evansville	College of Education and Health Science	Education	EXED90	Building a Professional Image	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Seminar for second year students seeking an internship or considering entering the co-op program for the first time. Covers job interviewing, résumé preparation, currently available intern and co-op jobs, and details of program administration. Application for admission to the co-op program is part of this seminar. Fall, spring.
Professional Development	University of Phoenix-Indianapolis	General	General	GEN300	Skills for Professional Development	http://www.phoenix.edu/programs/continuing-education/individual-courses.html	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 competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.
Professional Development, observation and assessment	Anderson University	College of Science and Humanities	Psychology	4800	Internship in Youth Leadership	http://www.anderson.edu/registrar/catalog1012.pdf	An opportunity for youth leadership-development majors to practice the training and presentation skills and content learned in prior courses in an applied setting relevant to the student's career or personal goals. Required for youth leadership-development majors

Professional Development, Self Development	Ball State University	Teacher's College	Counseling Psychology	CPSY110	Career & Life Planning	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/counspsy02_tc.html#COUNSELING%20PSYCHOLOGY%20(CPSY)	Focuses on helping people make career and life plans. A series of such techniques as role playing, psychodrama, sociodrama, values clarification, and decision making are used to help students examine interrelated value systems associated with education, work, leisure, and self-expression.
Professional Development, Self Development	Grace College	School of Arts and Sciences	Behavioral Sciences	BHS325	Personal Leadership Formation	http://www.grace.edu/academics/registrar/09-10_catalog.php	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 theoretical models of leadership. We will take an in-depth look at prominent biblical leaders, along with their character and attributes which made them successful leaders. Students will learn how to build community among the people they lead. Three hours.
Respect for Diverse Cultures	Anderson University	College of Education	Education	EDUC3550	Intercultural Education	http://www.anderson.edu/registrar/catalog1012.pdf	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 in a Tri-S experience. Strongly suggested for those wishing to student teach overseas. Grade of C or better required.
Respect for Diverse Cultures	Anderson University	College of Science and Humanities	Sociology	SOCI3400	Race and Ethnicity in America	http://www.anderson.edu/registrar/catalog1012.pdf	Examines origins and development of race and ethnicity historically as well as sociologically. Analyzes racism, prejudice, and discrimination as tools of dominance. Evaluates minority group responses. Identifies cultural contributions of ethnic groups.
Respect for Diverse Cultures	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	PEP444	Diversity Issues in School Physical Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#PHYSICAL%20EDUCATION:%20FITNESS/WELLNESS%20(PEFWL)	Provides opportunities to develop teaching strategies that promote equity and respect for members of diverse groups including those that vary according to race, ethnicity, economic status, national origin, gender, sexual identity, disability, and religious viewpoints. Field experience required.
Respect for Diverse Cultures	Ball State University	College of Communications, Information and Media	Communications	COMM290	Intercultural Communications	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/comstud02_ccim.html#COMMUNICATION%20STUDIES%20(COMM)	Critical survey of major concepts in cross-cultural and intercultural interaction. Examines the effects of customs, behaviors, and values on the interpersonal communication process.
Respect for Diverse Cultures	Ball State University	College of Science and Humanities	Anthropology	ANTH103	Anthropology and Culture	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/anthro02_csh.html#ANTHROPOLOGY%20(ANTH)	The nature of archaeological research--its methodology and principles of analysis--and its contributions to our understanding of human behavior and the development of human culture from the Stone Age to the present.
Respect for Diverse Cultures	Ball State University	College of Science and Humanities	Anthropology	ANTH111	Global Cultural Diversity	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/anthro02_csh.html#ANTHROPOLOGY%20(ANTH)	A globalization primer. Gives the student an opportunity to look at an expanding global process in a shrinking world. By dealing with contemporary issues and events in specific cultural contexts, the student learns the value of different life ways and an appreciative understanding of a multicultural world—a world where cultural understanding really counts.
Respect for Diverse Cultures	Ball State University	College of Science and Humanities	Psychological Science	PYSCH424	Psychology of Diversity	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/psysc02_csh.html	Presents current knowledge and research concerning the psychological study of diversity. Consideration may be given to ethnicity, sexual orientation, gender, disability, aging, and other aspects of cultural diversity, the intersection of these dimensions, and issues of societal privilege and disadvantage.
Respect for Diverse Cultures	Ball State University	College of Science and Humanities	Sociology	SOC221	African Americans	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/soc02_csh.html#SOCIOLOGY%20(SOC)	Social organization of African-American life in the United States: demography, culture, economy, and politics. Topics include family life, education, segregation, and discrimination.
Respect for Diverse Cultures	Ball State University	College of Science and Humanities	Sociology	SOC320	Social Inequity	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/soc02_csh.html#SOCIOLOGY%20(SOC)	Examines causes and consequences of social class, status, and mobility in the United States and other countries.

Respect for Diverse Cultures	Ball State University	College of Science and Humanities	Sociology	SOC421	Racial and Cultural Minorities in the United States	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/soc02_csh.html#SOCIOLOGY%20(SOC)	Examines the causes and consequences of prejudice and discrimination toward minority groups in America .
Respect for Diverse Cultures	Ball State University	Teacher's College	Educational Studies	EDMULI205	Introduction to Multicultural Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/seced02_tc.html#EDUCATION:%20ADULT%20AND%20COMMUNITY%20(EDAC)	Examines social factors that affect teacher decision making and student achievement in United States schools. Addresses the need for intercultural competence, culturally informed instructional strategies, promotion of social justice, and reduction of racism and sexism in order to create democratic classrooms.
Respect for Diverse Cultures	Bethel College	School of Arts and Sciences	Communication	COMM352	Intercultural Communications	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	This course explores issues related to the intercultural communication process and considers the important role of context (social, cultural and historical) in intercultural interactions. This course examines the complex relationship between cultures and communication from various theoretical perspectives. Special emphasis will be given to assessing and managing cross-cultural conflict and cross-cultural ministry applications.
Respect for Diverse Cultures	Bethel College	School of Business and Social Sciences	History and Contemporary Society	SOC202	Race and Ethnicity	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	The social dynamics of race and ethnicity, including prejudice, discrimination and public policy issues. The history of racial and ethnic groups in America will be reviewed in order to illustrate mechanisms for reducing prejudice.
Respect for Diverse Cultures	Bethel College	School of Religious Studies	Youth Ministry	YMN351	Multicultural Youth Ministry	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	Presents challenges of opportunities for experiencing various approaches to youth ministry in multicultural settings. Explores attitudes toward adolescence from various cultural perspectives. Emphasizes historical, theological and cultural development of Christian mission as it relates to adolescents.
Respect for Diverse Cultures	Bethel College	School of Education	Education	EDUC204	Diversity in the Classroom	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	Provides an overview of students from diverse cultural, racial, economic and language groups as well as students with physical, psycho-social and intellectual exceptionalities. Understanding is broadened through school and community- based field experiences. Fifteen hours of field experience is required.
Respect for Diverse Cultures	Butler University	School of Liberal Arts	Geography	GE109	Cultural Geography	http://www.butler.edu/registrar/classes/courses	Regions of the World: A survey of 11 cultural regions of the world. Course includes study of the ecological base, history, economy, politics and ethnic relations. Emphasis is on conflict between Western and non-Western societies since 1500.
Respect for Diverse Cultures	Butler University	School of Liberal Arts	Anthropology	AN328	Popular Culture	http://www.butler.edu/registrar/classes/courses	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, examining the cultural importance of such media as films, televisions, sporting events, music, and the internet.
Respect for Diverse Cultures	Butler University	School of Liberal Arts	Anthropology	AN335	The Global Society	http://www.butler.edu/registrar/classes/courses	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, transnational culture and political flows, and the role of global non-government organizations in different regions.
Respect for Diverse Cultures	Butler University	School of Liberal Arts	Anthropology	AN354	The American City	http://www.butler.edu/registrar/classes/courses	A methodological introduction to American urban studies from the perspectives of geography and anthropology; geographical and cultural change of the structure of the American city in the nineteenth and twentieth centuries with emphasis upon Indianapolis and the Butler-Tarkington neighborhood.
Respect for Diverse Cultures	Butler University	School of Liberal Arts	History	H351	Race and Ethnicity in the U.S.	http://www.butler.edu/registrar/classes/courses	Examines the histories of race and ethnicity in the U.S. and the ways in which racial and ethnic identities have been deployed as tools of marginalization, assimilation, and group identity. Class explores race and ethnicity as legal, medical, historical, and gendered concepts and lived experiences.
Respect for Diverse Cultures	Butler University	School of Liberal Arts	Sociology	SO323	Race and Ethnic Relations	http://www.butler.edu/registrar/classes/courses	Analysis of the ethnic (including racial) composition of society, the minority group status of some ethnic groups and the strains toward assimilation or cultural pluralism.

Respect for Diverse Cultures	Calumet College of St. Joseph		Education	EDU391	Human Diversity in Education	http://www.ccsj.edu/academics/resources/catalogs.html	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 learning. The lessons will examine the role of prejudice, stereotyping, and cultural incompatibilities in education. Emphasis is placed on preparing future teachers to offer an equal opportunity to children of all cultural groups. Field experience is required.
Respect for Diverse Cultures	Calumet College of St. Joseph		Natural and Social Sciences	SOCL240	The American City	http://www.ccsj.edu/academics/resources/catalogs.html	This course will focus on an in-depth examination of the emergence of urban American society. Explored will be the experience of urbanization, the evolution of neighborhoods, how life and social action are produced within an urban arena, spatial arrangements, the interaction of people within urban space, the nature of work in cities, social class, gender and ethnic diversity.
Respect for Diverse Cultures	DePauw University	College of Liberal Arts	Communications and Theatre	COMM227	Intercultural Communications	http://www.depauw.edu/catalog/section3.asp	A consideration of the influence of such cultural variables as language values, institutions, traditions, customs and nonverbal behavior on the communication process. Special attention given to communication situations in education, business, international relations and other areas where communication is a dynamic component in cross cultural understanding.
Respect for Diverse Cultures	DePauw University	College of Liberal Arts	Education Studies	EDUC180	Understanding Diverse Cultures	http://www.depauw.edu/catalog/section3.asp	(includes field experience) 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, cultural assimilation, the distribution of power and academic achievement. Field experience is required and students should register for lab time concurrently. *May not be taken pass/fail.*
Respect for Diverse Cultures	DePauw University	College of Liberal Arts	Education Studies	EDUC311	Critical Multiculturalism	http://www.depauw.edu/catalog/section3.asp	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, cultural assimilation, the distribution of power and academic achievement. Particular attention is paid to school policy and the system as a site of political and cultural contestation. *Prerequisite: ECUC 223 highly recommended. May not be taken pass/fail.*
Respect for Diverse Cultures	DePauw University	College of Liberal Arts	Sociology and Anthropology	SOC214	Sociology of Education	http://www.depauw.edu/catalog/section3.asp	This course examines schools as social institutions that draw heavily on our longstanding race-, class-, and gender-based notions of ability, productiveness, and social value. In viewing schools as microcosms of society, we explore historical and contemporary examples of how schools have participated in the socio-political processes of Americanization, segregation, social mobility, multiculturalism and social justice. *Prerequisite: SOC 100 or sophomore standing.*
Respect for Diverse Cultures	DePauw University	College of Liberal Arts	Sociology and Anthropology	SOC237	Race and Ethnic Relations	http://www.depauw.edu/catalog/section3.asp	This course explores the origins, changes and possible futures of racial and ethnic relations. It is concerned with both the development of sociological explanations of ethnic and racial conflict, competition and cooperation as well as with practical approaches to improving inter-group relations. The course surveys global and historical patterns of inter-group relations but focuses on late 20th-century and early 21st-century United States. *Prerequisite: SOC 100 or sophomore standing.*
Respect for Diverse Cultures	DePauw University	College of Liberal Arts	Sociology and Anthropology	ANTH151	Human Cultures	http://www.depauw.edu/catalog/section3.asp	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 cross-cultural comparison. Topics include: culture and society; ethnographic research; ethnocentrism vs. cultural relativism; how societies adapt to their environment; different forms of marriage and social relationships; male, female and other forms of gender; the social functions of religion; and processes of socio-cultural change. *May not be taken pass/fail.*
Respect for Diverse Cultures	Earlham College		Business and Nonprofit Management	MGMT342	Leadership in Dealing with Differences	http://www.earlham.edu/curriculumguide/management/courses.html	Develops an understanding of skills in engaging differences in diverse groups. Discussion of theories, analyses of current practice, experiential exercises and graduate-level case studies. Explores individual and organizational actions to develop policies, processes and leadership styles for developing multicultural organizations. Prerequisite: Sophomore standing or above, or consent of the instructor.
Respect for Diverse Cultures	Earlham College		Psychology	PSYC362	Cross-Cultural Psychology	http://www.earlham.edu/curriculumguide/psychology/courses.html	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 culture(s) of a student's choice. Prerequisite: PSYC 115, 237, 238 or 239. Also listed as JPNS 362. (D-I) (AY)

Respect for Diverse Cultures	Earlham College		Sociology/Anthropology	SOAN115	Culture and Conflict	http://www.earlham.edu/curriculumguide/sociology/courses.html	Introduces and critically examines selected approaches to understanding human diversity. Drawing on ethnographic studies, develops perspectives on how people cohere as groups, construct meaning, assert and resist influence and power, and orient themselves to a shifting terrain of images and relationships both global and local. Weekly film session required.
Respect for Diverse Cultures	Earlham College		Sociology/Anthropology	SOAN320	Peoples and Culture	http://www.earlham.edu/curriculumguide/sociology/courses.html	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 has been viewed by observers over time, and how various groups have understood, defined and responded to their own experience. (D-I
Respect for Diverse Cultures	Franklin College		Education	EDU 315	Human Diversity in the Classroom	http://www.franklincollege.edu/catalog	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, people/cultures, and biases that impact how teachers conceptualize the world. *Taken Concurrently with EFE/SFE 484. Prerequisites: 2.5 GPA(A=4.0), and admission to student teaching program.* Fall, senior year
Respect for Diverse Cultures	Franklin College		Leadership	LEA 330	Leadership in a Multicultural	http://www.franklincollege.edu/catalog	In this course students will examine how different cultures define leadership and respond to its core elements such as power, vision, conflict, and decision making. Satisfies intercultural exploratory requirement. Fall, odd academic years.
Respect for Diverse Cultures	Goshen College		Communications	COMM206	Communication across Cultures	http://www.goshen.edu/academics/departments/	A study of cultures, comparative message systems and principles of cross-cultural communication. A focus on current issues having to do with cultural interactions. Students analyze cultural dynamics through ethnographic projects, films and simulations. This course is designed as preparation for SST or for living in settings unlike one's native home.
Respect for Diverse Cultures	Goshen College		Education	EDUC201	Foundations of Education	http://www.goshen.edu/academics/departments/	Includes both campus and field study of learning environments, classroom management and instructional methods that meet the needs of diverse student populations with emphases on race, gender, ethnicity, socio-economic status, family structures, language, and exceptionalities.
Respect for Diverse Cultures	Goshen College		Peace and Justice	PJCS335	History of Ethnic Conflict	http://www.goshen.edu/academics/departments/	(Cross-listed from Hist 335) A comparative studies in world history course. The world seems plagued with increasing conflict between ethnic groups. Explores the historical roots of this problem through a comparative case-study approach and takes an inter disciplinary approach both to analysis of the problem and its solution. Students will present an in-depth research paper on the historical roots of one conflict.
Respect for Diverse Cultures	Goshen College		Social Work	SOC100	Racial and Cultural Identities	http://www.goshen.edu/academics/departments/	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 understandings of how race, ethnicity, culture, language and privilege shape identity, explores current understandings of individual identity in relation to larger social systems, and explores the interaction of individual identity development with larger cultural and social systems.
Respect for Diverse Cultures	Goshen College		Social Work	SOC302	Urban Diversity	http://www.goshen.edu/academics/departments/	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 contemporary urban scene. Reading, research and writing are integrated with the student's first-hand involvement in issues under study. Available through the Chicago Center, Peace House in Indianapolis or WCSC in Washington, D.C.
Respect for Diverse Cultures	Goshen College		Social Work	SOC334	Race, Class and Ethnic Relations	http://www.goshen.edu/academics/departments/	A study of the dynamics of race and ethnic group interaction focusing on minority groups in the U.S. as defined by race, language, culture, religion or national origin. Attention is given to social class, power and majority-group dominance as factors in assimilation and culture-loss or collective self-determination and maintenance of cultural pluralism. Prerequisite: Soc 200 or 230.

Respect for Diverse Cultures	Grace College	School of Arts and Sciences	Behavioral Sciences	BHS251	American Multicultural Experience	http://www.grace.edu/academics/registrar/09-10_catalog.php	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 complexity of culture and its influence on people. Students will be able to reject stereotypes and understand problematic cross-cultural encounters from the viewpoint of those from the other cultural background. They will have a greater ability to tolerate ambiguity while seeking to understand these observed differences and then to engage in culturally sensitive behaviors. Three hours.
Respect for Diverse Cultures	Grace College	School of Arts and Sciences	Behavioral Sciences	BHS314	Cross Cultural Youth Ministry	http://www.grace.edu/academics/registrar/09-10_catalog.php	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 students will be taught how to train youth leadership to accomplish church planting and development. The class will be held in a cross-cultural setting offering hands-on training. (Home department–YMI. Register as YMI314.) Prerequisite: YMI214. Three hours.
Respect for Diverse Cultures	Grace College	School of Arts and Sciences	Communications	COM203	Intercultural Communications	http://www.grace.edu/academics/registrar/09-10_catalog.php	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 upon the personal perception of each individual. The shaping of the message, style of communication, and communication networks for each cultural context are explored with a view to penetrating each culture as deeply as possible with the Gospel. The dangers of ethnocentrism and some current methods of contextualization are discussed. (Home Department–REL. Register as ICS311.) Three hours.
Respect for Diverse Cultures	Grace College	Teacher's College	Education	EDU254	Diversity in the Classroom	http://www.grace.edu/academics/registrar/09-10_catalog.php	This course develops understanding and skill for working with children and parents who come from diverse backgrounds. Areas of diversity include race, ethnicity, native language, culture, class, gender, age, religion, and ability. The focus is on increasing knowledge and respect for the diverse child in the classroom setting. Two hours.
Respect for Diverse Cultures	Grace College	School of Ministry	Biblical Studies	ICS365	Intercultural Ministry	http://www.grace.edu/academics/registrar/09-10_catalog.php	This course is an overview of intercultural missions in which students will discover the importance of 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 the Bible. It also guards against unknowingly imposing our cultural values on others. The course will not count toward the requirements of an undergraduate intercultural mission minor. Three hours.
Respect for Diverse Cultures	Hanover College	School of Social Sciences	Sociology	SOC161	Diversity and Difference.	http://www.hanover.edu/academics/programs/	An examination of the history of the sociological causes of diversity and difference in societies. Partially satisfies Modern Society LADR. Serves as a gateway course in sociology. Not open to students who have taken Soc 161, 162, 163, 164, 166, 167 or 211.
Respect for Diverse Cultures	Hanover College	School of Social Sciences	Sociology	SOC318	Race and Ethnic Relations.	http://www.hanover.edu/academics/programs/	Historical and global perspectives on racial and ethnic group contacts and conflicts; social psychology of prejudice and discrimination; mechanisms of institutional discrimination; minority group strategies for change.
Respect for Diverse Cultures	Huntington University	Division of Communications	Communications	CO322	Intercultural Communications	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	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 examine the complex relationship between cultures and communication from various perspectives. Special emphasis will be given to managing cross-cultural conflict, cross-cultural teaching and cross-cultural ministry applications.

Respect for Diverse Cultures	Indiana Wesleyan University	College of Arts and Sciences	School of Social and Behavioral Sciences and Businesses	ADC291	Urban Encounter for Helping Profession	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	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 encouraged to live out the love of Jesus in connecting with the people of the Olive Branch community. Students will interview ministerial staff and seek out opportunities to dialogue with those served by the mission. These interactions will provide the basis for a four- to five-page reaction paper upon returning to IWU. Students will reflect on the impact of this experience in terms of their personal development, faith, and sense of life calling. Limited to ADC or PSY majors unless special permission from Division Chair.
Respect for Diverse Cultures	Indiana Wesleyan University	College of Arts and Sciences	School of Theology and Ministry	ICD260	Urban Ministries	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	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 challenges along with the role of the Church as agent of hope and wholeness in the urban environment. Students will also learn the techniques and strategies employed by various church-based community organizations in the urban context in preparation for their on-site observation, and supervised participation. Meets General Education intercultural requirement.
Respect for Diverse Cultures	Indiana Wesleyan University	College of Arts and Sciences	School of Theology and Ministry	INT220	Intercultural Relationships	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	This course examines the theology of diversity, and specific ways that Christians deal with cultural differences. We develop strategies for effectively relating to people in cultural settings other than our own and working in the church to minister to various people groups in our society. Meets General Education intercultural requirement.
Respect for Diverse Cultures	Indiana Wesleyan University	College of Arts and Sciences	School of Social and Behavioral Sciences and Businesses	SOC210	Minority Group Relations	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	An analysis of dominant-minority group interaction with special emphasis given to Native American, African-American, Hispanic-American, and Asian-American minorities in our society. Meets intercultural requirement.
Respect for Diverse Cultures	Manchester College		Communications	256	Intercultural Communication	http://www.manchester.edu/catalog/majorminor.htm	An examination of how communication is influenced by culture and how culture is created and maintained through communication. Students will explore the complex relationship between culture and communication and how these and two issues interact with context and power in intercultural interactions. Fall.
Respect for Diverse Cultures	Manchester College		Psychology	301	Social Psychology	http://www.manchester.edu/catalog/majorminor.htm	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 will participate in applied research or other practical experience. When offered on campus, concurrent enrollment in PSYC 301L is required. Spring. C-3RC.
Respect for Diverse Cultures	Manchester College		Sociology and Social Work	228	Racial, Ethnic and Gender Group Relations	http://www.manchester.edu/catalog/majorminor.htm	A sociological approach to the dynamics of racial, ethnic and gender group relations using relevant theories, concepts and empirical studies. Patterns of differential power and intergroup conflict in U.S. society will be examined using examples from several groups.
Respect for Diverse Cultures	Marian University	School of Education	Education	EDU164	Diversity in High School	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Class meets weekly to discuss the experiences and familiarize students with the challenges of meeting the needs of diverse learners as identified by race, cultural/ethnic heritage, and gender. Participation in a high school is required. Field participation occurs during the second half of the semester only. Students spend a minimum of 20 clock hours at the site in observing, teaching, and analyzing of how the needs of students in various racial, cultural, and gender groups are met in the high school classroom. (SEM)
Respect for Diverse Cultures	Marian University	School of Education	Education	EDU175	School and Society	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	This course focuses on the foundations of education including multicultural education and the diversity of students. Topics include the goals of schooling, the impact of schools, and the history of schools, particularly in the twentieth and twenty-first centuries.

Respect for Diverse Cultures	Marian University	School of Education	Education	EDU325	Teaching in a Diverse World	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisite: Successful completion of Phase I. Co requisite: 347. This course examines multicultural education curriculum and pedagogy. Students learn to plan and teach multicultural social studies units and lessons by integrating best practices with Indiana and national social studies standards. (SPR)
Respect for Diverse Cultures	Marian University	School of Liberal Arts	History and Social Sciences	SOC320	Race and Ethnic Relations	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisite: 101 or permission. This course provides an historical survey and contemporary analysis of majority-minority relations in and outside the United States focused on race-ethnic minorities. (2FE)
Respect for Diverse Cultures	Martin University	School of Social Science	Criminal Justice	CRJ381	Race, Ethnic and Gender Issues in Criminal Justice	http://www.martin.edu/downloads/martin_catalog.pdf	Examination of racial, gender and ethnic issues in the criminal justice system. Examines overrepresentations and causes of these overrepresentations.
Respect for Diverse Cultures	Martin University	School of History and Sociology	Sociology	SOC350	Multicultural Issues	http://www.martin.edu/downloads/martin_catalog.pdf	Students explore the issues of diversity when multiple ethnic groups interact in a larger society.
Respect for Diverse Cultures	Oakland City University	School of Education	Education	EDUC135	Cultural Competancy	http://www.oak.edu/academics/index.php	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, religions, ethnic backgrounds, low socioeconomic status, and non-English language backgrounds will be explored.
Respect for Diverse Cultures	Oakland City University	School of Arts and Sciences	Sociology	SOC300	Race and Cultural Relations	http://www.oak.edu/academics/index.php	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 others. Such topics as the effects of modernization and urbanization on inter-group relations, ethnic and racial harmony and conflict, dynamics of prejudice and discrimination, and forms of social change are included.
Respect for Diverse Cultures	St. Joseph College	Social Sciences	Education	EDC121	Literacy in Learning Environments	www.saintjoe.edu	This course will emphasize the analysis of reading and writing processes for diverse populations in K-6 classroom settings. Emphasis on current methodologies and strategies to address varying literacy needs through group and individualized instruction. Field application will focus on assessment of students in order to plan and implement multiple language arts lessons.
Respect for Diverse Cultures	St. Joseph College	Social Sciences	Sociology	SOC112	Culture and Society	www.saintjoe.edu	This course focuses on the great diversity of living cultures revealing the range of human values, world-view, language and adaptations to survival. Theories of differences of culture—pre-literate and modern, the formation of personality and the importance of social structure will be studied.
Respect for Diverse Cultures	St. Joseph College	Social Sciences	Sociology	SOC227	Race and Ethnic Relations	www.saintjoe.edu	An analysis of relations between dominant and minority populations (e.g., racial, ethnic, cultural, and religious groups) in complex societies, with emphasis given to the contemporary United States.
Respect for Diverse Cultures	St. Mary of the Woods College	Languages & Literacy	Communications	CO215	Intercultural Communications	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Examination of cultural differences in perception and communication behavior. Study of the methods for overcoming barriers to promote better intercultural communication. Campus only. As needed. Prerequisite: CO 111 or instructor's consent.
Respect for Diverse Cultures	St. Mary of the Woods College	Education	Education	ED202	Educating Diverse Learners	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Prepares teacher candidates to create learning environments that enhance the strengths and abilities of diverse learners, including students from various cultural, racial, ethnic, and social backgrounds; students with differing learning styles; students who are gifted/talented; and students with disabilities. Focuses on the development of teachers' attitudes toward diverse learners and skills in developing and using multiple instructional strategies and adaptations to ensure that all students learn. Fall, every year.

Respect for Diverse Cultures	St. Mary of the Woods College	Social Behavioral Science	Sociology	SO324	Racial and Cultural Minorities	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Studies interracial and interethnic relations, prejudice, discrimination and the changing nature of contacts and problems generated between groups within the social institutions of multiethnic societies. The primary focus is the U.S., with use made of comparative material from several societies. Fall, even years. Prerequisite: SO 211 or instructor's consent.
Respect for Diverse Cultures	St. Mary's	Communicative Studies, Dance & Theatre	Communications	C350	Intercultural Communications		This course introduces students to the role communication plays in shaping interactions between members of different cultural groups. Topics include the role of media as vehicles of cultural expression, tourism as a characteristic type of encounter between people, and the ways in which maps construct the identity of social groups.
Respect for Diverse Cultures	St. Mary's	Social Work	Social Work	SW340	Working with Diverse Populations		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 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 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 will be discussed. The course also focuses on the relationship between diversity issues and human behavior, including prejudice and discrimination. Specific frameworks will be explored to understand the relationship between diversity and cultural, historical, biological, social and psychological variables.
Respect for Diverse Cultures	St. Mary's	Sociology	Sociology	SOC255	Nationality, Race and Identity in the U.S.		The study of the patterns of intergroup relations in America emphasizing analysis of subordinate groups whose members have significantly less control or power over their own lives than the members of a dominant or majority group have over theirs. Minority groups is a principal area of concentration within the discipline of sociology. Prerequisite: SOC 153 and 200 level SOC course.
Respect for Diverse Cultures	St. Mary's	Sociology	Sociology	SOC350	Diverse Childhoods		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 constructions of childhood, sociological theories of socialization, race, class and gender diversity, children's peer cultures, and cultures of parenting. This course fulfills a Sociology diversity requirement. Prerequisite: SOC 153 and a 200 level SOC course.
Respect for Diverse Cultures	St. Mary's	Education	Education	EDUC201	Foundations for Teaching in a Multicultural Society		This course is an introduction to teaching and learning 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 in a multicultural society? The thematic question is applied to the content topics of (1) culture, pluralism, and equality; (2) class; (3) ethnicity; (4) race; (5) gender; (6) exceptionality; (7) religion; (8) language, and (9) age. Explication of standards for teaching, outcomes-based performance assessment, and documentation of the scholarship of teaching are included. Thirty (30) hours of field experience are required.
Respect for Diverse Cultures	Taylor University	Liberal Arts	Communications	CAS340	Intercultural Communications	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	The study of the complex process of intercultural communication. The course seeks to create an awareness of culture-bound assumptions and ways to communicate more effectively with persons from other cultures. *Offered fall semester.*
Respect for Diverse Cultures	Trine University	Arts and Sciences	Communication	COM233	Intercultural Communications	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	Considers interrelationships between communication and culture, the diversity between and within cultures, and both the challenges and the richness of communication posed by such diversity, including within U.S. culture. Topics include cultural patterns, worldview and perception, cultural identity, verbal and nonverbal communication, listeneing, family and relationships, and business.
Respect for Diverse Cultures	University of Evansville	College of Arts and Sciences	Communications	COMM380	Intercultural Commications	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Examines the communication process of individuals from different cultures or subcultures. Explores possible sources of misunderstandings in intercultural communication (e.g., time/space factors, linguistic and nonverbal factors, ethnocentric communication, communication problems of persons engaged in personal or professional intercultural contacts).

Respect for Diverse Cultures	University of Evansville	College of Education and Health Science	Education	EDUC200	Introduction to Diversity in Teachers and Learners	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Examines the complex realities of schools, teachers and learners in contemporary American society. Issues include cultural competency, models of effective teaching, diversity in learning, professional standards, and accountability. Includes significant time spent in local school placements. Prerequisite or corequisite: Education 100. Fall, spring.
Respect for Diverse Cultures	University of Evansville	College of Education and Health Science	Education	EDUC385	Multicultural Understanding	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Introduction to diverse lifestyles related to a variety of cultural groups. The worth of each individual emphasized, and the importance of this view for developing the understanding required for intercultural relationships stressed.
Respect for Diverse Cultures	University of Evansville	College of Arts and Sciences	Geography	GL420	Geography and Cultural Awareness	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Provides basic framework for a better understanding of the world in which we live. Examines concepts of cultural regions, cultural diffusion, cultural ecology, cultural integration, and cultural landscapes. Establishes a sense of urgency in our need to understand and accept cultural differences for the survival of the human race.
Respect for Diverse Cultures	University of Evansville	College of Arts and Sciences	Sociology	SOC438	Minority and Ethnic Group Relations	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Studies the sociology of United States and global minority and ethnic relations. Examines class, ethnic, gender, and racial stratification, and power and inequality. Analyzes patterns of ethnic integration and multiculturalism. Details the social and psychological dimensions of discrimination and prejudice, as well as racial and ethnic conflict and accommodation.
Respect for Diverse Cultures	University of Indianapolis	College of Arts and Sciences	Social Sciences	ANTH410	Experiencing Other Cultures	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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 hands-on class. The curriculum demonstrates techniques for coping cross-culturally in positive ways and for learning from and about different cultures and also includes local field trips.
Respect for Diverse Cultures	University of Indianapolis	School of Education	Teacher Education	EDUC290	Teaching in a Diverse Society	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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 student behavior and achievement in the school environment. The course also explores the interaction of teacher and student value systems regarding culturally different learners as a basis for fostering sensitivity to and respect for cultural differences. *Course required of all levels of teacher licensure.*
Respect for Diverse Cultures	University of Indianapolis	College of Arts and Sciences	Social Sciences	SOC220	Race and Ethnic Relations	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Examination of the concept of race and of the relations between ethnic and racial groups in the United States. Emphasis is given to African Americans in America through readings in African American culture and history. *Prerequisite: SOC-101 or 103.*
Respect for Diverse Cultures	University of Notre Dame	College of Arts and Letters	Anthropology	ANTH40810	Human Diversity	http://www.nd.edu/academics/departments-colleges-schools/	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 process of human adaptation and evolution in response to climate, nutrition, and disease. Integration of the social, biological, and medical sciences will be employed to investigate modern human variation.
Respect for Diverse Cultures	University of Notre Dame	College of Arts and Letters	Sociology	SOC13181	Cultural Societies	http://www.nd.edu/academics/departments-colleges-schools/	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 differences. Class requirements include extensive readings, consistent discussion, and weekly writing. **(First Year Studies Only)**
Respect for Diverse Cultures	University of Phoenix-Indianapolis	Social Sciences	Ethics	ETH125	Cultural Diversity	http://www.phoenix.edu/programs/continuing-education/individual-courses.html	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 respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.
Respect for Diverse Cultures	University of Phoenix-Indianapolis	Social Sciences	Sociology	SOC315	Cultural Diversity	http://www.phoenix.edu/programs/continuing-education/individual-courses.html	This course focuses on the issues, challenges, and opportunities presented by U.S. population diversity. Workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class, and cultural background are emphasized.

Respect for Diverse Cultures	University of Phoenix-Indianapolis	Social Sciences	Human Services	BSHS422	Cultural Diversity and Special Populations	http://www.phoenix.edu/programs/continuing-education/individual-courses.html	Students will explore rich and unique features of ethnically diverse populations and special populations and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.
Respect for Diverse Cultures	University of Southern Indiana	College of Education and Human Services	Education	EDUC302	Multicultural Education	http://www.usi.edu/educ/teach/courses.asp#198	The purpose of this course is to explore the theory and knowledge base that supports multicultural education and an awareness of diversity within American society. Topics may include the critical study of issues as they relate to race and ethnicity, exceptionality, language and dialect, religion, gender, and age. Field experiences may be required
Respect for Diverse Cultures	University of Southern Indiana	College of Liberal Arts	Communication Studies	CMST317	Intercultural Communications	http://www.usi.edu/libarts/comm/CMST/description.asp	This exploration of cross-cultural communication surveys intercultural theories and problems in communication. It offers a general orientation to intercultural communication, theorizes intercultural transactions, and provides insight into cultural differences. Prereq: CMST 107 or consent of instructor; junior standing. C5. Sp
Respect for Diverse Cultures	University of Southern Indiana	College of Liberal Arts	Sociology, Anthropology and Criminal Justice	SOC421	Race and Ethnicity	http://www.usi.edu/libarts/socio/soc/description.asp	A sociological exploration of the origins and influence of race, ethnicity, and cultural/national identity in American and international stratification systems. Prereq: six hours of sociology or consent of instructor.
Respect for Diverse Cultures	University of Southern Indiana	College of Liberal Arts	Sociology, Anthropology and Criminal Justice	ANTH111	Introduction to World Cultures	http://www.usi.edu/libarts/socio/anth/description.asp	This course explores the human condition from a cross-cultural perspective and introduces the basic concepts, theories, and methodologies of cultural anthropology. No prereq.
Respect for Diverse Cultures	University of Southern Indiana	College of Liberal Arts	Sociology, Anthropology and Criminal Justice	ANTH333	Cultural Anthropology	http://www.usi.edu/libarts/socio/anth/description.asp	A global, comparative study of all aspects of culture. Topics comprise technology, political economy, social organization, gender, religion, values, war, languages, ethnicity, and cultural change. Prereq: ANTH 101, SOC 121, or consent of instructor.
Respect for Diverse Cultures	Ball State University	College of Science and Humanities	Criminal Justice and Criminology	CJC311	Race, Ethnic and Gender Issues in Criminal Justice	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/crimjust02_csh.html#CRIMINAL%20JUSTICE%20AND%20CRIMINOLOGY%20(CJC)	Examination of racial, ethnic, and gender issues regarding criminal offenders, victims of crime, and employees of the criminal justice system.
Respect for Diverse Cultures within Communities	Indiana University Purdue University-Indianapolis	School of Social Work	Social Work	S100	Understanding Diversity in a Pluralistic Society	www.iupui.edu	Theories and models that enhance understanding of our diverse society. This course provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group.
Respect for Diverse Cultures, Guidance Skills	Ball State University	Teacher's College	Counseling Psychology	CPSY470	Introduction to Cross-Cultural Counseling	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/counspsy02_tc.html#COUNSELING%20PSYCHOLOGY%20(CPSY)	Opportunity to build expertise in counseling people of African-American, Hispanic, Asian, and American Indian heritage. Emphasizes understanding the social and political bases of counseling and therapy.
Respect for Diverse Cultures, Guidance Skills	Earlham College		Business and Nonprofit Management	MGMT343	Conflict Resolution	http://www.earlham.edu/curriculumguide/management/courses.html	Examines the problem of conflict in social theory and practice. Readings introduce types of alternative dispute resolution. Students practice mediation and negotiation skills through simulated conflicts. Race, class and gender perspectives are presented in class activities, readings and films. Also listed as PAGS 343.

Respect for Diverse Cultures, Guidance Skills, Professional Development	Indiana Wesleyan University	College of Arts and Sciences	School of Social and Behavioral Sciences and Businesses	ADC458	Addiction Programs and Professional Development	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	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 competency. Students will develop their own program aimed at serving a clearly defined population and an identified range of addictive severity. Students will explore ethical dilemmas and the interaction of personal and professional realities. Students will also examine practice consideration and guidelines associated with the treatment of diverse populations. The course will provide the student opportunities for service-learning. Prerequisites: ADC-210, ADC-212, and ADC-330.
Respect for Diverse Cultures, Individual Differences	St. Mary of the Woods College	Education	Education	ED212	Teaching Diverse Learners in the General Education Classroom	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Prepares teacher candidates to create learning environments that enhance the strengths and abilities of diverse learners, including students from various cultural, racial, ethnic, and social backgrounds; students with differing learning styles; students who are gifted/talented; and students with disabilities. Requires admission to the Accelerated Teacher Licensure Program / Transition to Teaching.
Respect for Diverse Cultures, Observation and Assessment Methods	Ball State University	Teacher's College	Educational Studies	EDMULI301	Instructional Strategies in Multicultural Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/seced02_tc.html#EDUCATION:%20ADULT%20AND%20COMMUNITY%20(EDAC)	Starts from an understanding that how people are taught is the greatest variable in determining student achievement. Explores the theory and application of alternative teaching models that seek to not only increase cultural awareness, but also to address the achievement gap between individuals from different cultural groups.
Respect for Diverse Cultures, Planning for Cognitive and Language Learning	Anderson University	College of Arts	Communications	COMM3110	Intercultural Communications	http://www.anderson.edu/registrar/catalog1012.pdf	Survey of the field of intercultural communication. Topics include verbal and nonverbal cues, thinking styles, conflict, and political and sociological factors affecting communication. Foreign Christian missionary activities are used as a context for study during part of the course.
Respect for Diverse Cultures, Planning for Cognitive and Language Learning	Anderson University	College of Education	Education	EDUC2420	Teaching the Culturally and Linguistically Diverse Student	http://www.anderson.edu/registrar/catalog1012.pdf	Emphasis on factors which influence behavior of ethnic and cultural group members in schools and educational settings. Primary focus is placed on the specific strategies for accommodations of instruction and current practices designed to meet the needs of all students in the regular classroom. This course explores strategies and practices for instruction through sheltered instruction, and sociocultural context of second language acquisition in public schools including how teachers can support bilingualism, multilingualism, biculturalism, and multiculturalism in the classroom.
Respect for Diverse Cultures, Planning for Inter-personal and Intra-personal Development	Ball State University	College of Science and Humanities	Social Work	SOCWK230	Human Behavior and the Social Environment I	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/soc02_csh.html#SOCIOLOGY%20(SOC)	Builds a foundational understanding of people and their social environments focusing primarily on factors that influence human behavior such as culture, class, race, ethnicity, sexual orientation, gender identity, gender, discrimination, economic forces, organizations, and communities. Covers theories and knowledge about the ways social systems promote or deter people in maintaining or achieving health and well-being.
Respect for Diverse Cultures, Planning for Interpersonal and Intrapersonal Development	Marian University	School of Education	Education	EDU454	Teaching in High Schools	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisite: Successful completion of Phase I. This course includes development of curriculum for high school students. Students study general methods and teaching strategies. Additional topics include student outcomes; adaptation for special students, cultural diversity and minorities; reporting student progress; skill in interpersonal relations, including parent involvement. This course may include a required practicum. (SPR)
Respect for Diverse Cultures, Works with Families	Ball State University	College of Science and Humanities	Anthropology	ANTH302	Culture of Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/anthro02_csh.html#ANTHROPOLOGY%20(ANTH)	Applies anthropological theory and method to such educational concerns as socialization, peer dynamics, classroom networks, parent-teacher interactions, modernization, and multicultural settings.
Respect for Diverse Cultures, Works with Families	University of Indianapolis	College of Arts and Sciences	Social Sciences	SOC310	The Family: A Global Perspective	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	Study of the family as a social institution. In addition to studying American family life, the course also explores cultural variations in family structure, life cycle, functions, and controls in selected contemporary societies. *Prerequisite: SOC-101 or 103.*
Self Development	Anderson University	College of Education	Education	EDUC2850	Practicum in Leadership Skills	http://www.anderson.edu/registrar/catalog1012.pdf	An introduction to training assertiveness, communication, helping and negotiation skills. Students receive direct feedback on their performance and gain experience in co-leadership and team building. Required for youth leadership-development majors.

Self Development	Anderson University	College of Nursing	Nursing	NURS1210	Nutrition for Healthy Living	http://www.anderson.edu/registrar/catalog1012.pdf	Explores principles of nutrition as they relate to physical fitness. Content includes important nutritional elements and their relationship to maintaining health. Required activities include personal health assessment skills, nutritional assessment, and aerobic activities. Not required for nursing major but highly recommended.
Self Development	Ball State University	College of Applied Science and Technology	Family and Consumer Sciences	FCSFC340	Life and Workplace Management	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/fcs02_cast.html#(FAMILY%20AND%20CONSUMER%20SCIENCES%20(FCS)	Application of management principles to achieve life and workplace goals and responsibilities. Emphasis on use of resources, technology, effective communication, and management to diminish stress.
Self Development	Ball State University	College of Science and Humanities	Physiology and Health Sciences	HSC481	Stress Management	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/physlhsc02_csh.html#HEALTH%20SCIENCE%20(HSC)	Aids in understanding the physiological, psychological, and sociological aspects of stress. Students will increase their awareness of the effects of stress, identify personal stress triggers, and develop strategies to minimizing stress throughout their daily lives.
Self Development	Goshen College		Physical Education	PHED100	Wellness I	http://www.goshen.edu/academics/departments/	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 strength, flexibility, body composition, nutrition, stress management, spiritual wellness and lifestyle choices.
Self Development	Huntington University	Division of Education, Kinesiology and Recreation Management	Recreational Management	RC316	Leadership in Recreation	http://www.huntington.edu/registrar/catalog/2009/HU-Catalog-2009-11.pdf	This course emphasizes the development of leadership skills through interactive classroom-field experience using group dynamic techniques. Students will be given an opportunity to experience leadership in directing individual and group games, fitness and/or community groups.
Self Development	Taylor University	Liberal Arts	Biblical Studies, Christian Education and Philosophy	CED371	Leadership Development	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	A course designed to facilitate the development of students' skills in leadership, organization and management related to specific ministry situations. *Prerequisite: CED 100. Offered fall semester.*
Self Development	University of Southern Indiana	College of Education and Human Services	Physical Education	PED186	Wellness/Fitness Appraisal	http://www.usi.edu/educ/physed/coursedescrip.asp#activity_courses	Students will assess present level of physical fitness and wellness and establish behavior modification strategies to address areas which need improvement. Topics of discussion include nutrition, weight control, components of physical fitness, stress management, tobacco use and addictive behaviors, sexually transmitted diseases.
Self Development	University of Southern Indiana	College of Education and Human Services	Physical Education	PED281	Personal Health Science	http://www.usi.edu/educ/physed/coursedescrip.asp#activity_courses	Examination of attitudes, research facts, and misconceptions pertaining to personal health needs and practices, nutrition, family living, sexuality, drug use and abuse, disease prevention, safety, first aid, and public health resources. Sp, F, Su
Self Development, Assures a Safe and Healthy Environment	Ball State University	College of Applied Science and Technology	School of Physical Education, Sport and Exercise Science	EXSCI293	Foundations of Physiology and Exercise	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/ped02_cast.html#fig3	Presents an introduction to exercise physiology by providing a basic overview of systems physiology at rest, along with the acute responses and chronic adaptations in these systems that are brought about by exercise.
Self Development, Assures a Safe and Healthy Environment	Franklin College		Health/Phys Ed/Recreation	HSE119	Concepts of Wellness	http://www.franklincollege.edu/catalog	The course focuses on the dimensions of total physical well-being including physical fitness, nutritional awareness, stress management, the effect of drugs and health related environmental issues. Personal responsibility for well-being is stressed. The class includes three hours lecture and one two-hour lab. Fall and spring.

Self Development, Assures a Safe and Healthy Environment	Franklin College		Health/Phys Ed/Recreatio n	HSE208	Basic Principles of Nutrition	http://www.franklincollege.edu/catalog	This course is an introduction to nutrition, including the nutritive value of foods, factors influencing body food requirements, their importance in promoting health and preventing disease. The course will also address body processes and their relation to total nutrition, nutritional requirements throughout the human life cycle, the application of nutrition requirements, and examine current recommendations for Americans.
Self Development, Assures a Safe and Healthy Environment	Indiana Wesleyan University	College of Arts and Sciences	School of Physical and Applied Sciences	PHE101	Concepts of Health and Wellness	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	A study of fitness and overall healthy lifestyle choices
Self Development, Planning for Inter-personal and Intra-personal development	Earlham College		Psychology	PSYC358	The Social Self	http://www.earlham.edu/curriculumguide/psychology/courses.html	How do we come to know who we are? Examines the social aspects of the self. A research project allows students to pursue their own interests. Topics include the cognitive, affective and behavioral aspects of the self. Also discusses identity and how people give life meaning. Prerequisite: PSYC 115.
Self Development, Planning for Physical Learning	Anderson University	College of Science and Humanities	Kinesiology	PEHS1000	Fitness and Leisure for Life	http://www.anderson.edu/registrar/catalog1012.pdf	Provides a base upon which students may build healthy bodies through understanding of and participation in fitness/leisure activities. Surveys key fitness/wellness concepts in lecture portion of class.
Self-Development	Indiana University Purdue University-Indianapolis	School of Physical Education and Tourism Management	Physical Education	H363	Personal Health	www.iupui.edu	Acquaints prospective teachers with basic personal health information and provides motivation for intelligent self-direction of health behavior with emphasis on responsibilities as citizens and as teachers. Study of drugs and other critical issues, and family health.
Uses Indoor/Outdoor Environments, Planning for Physical Learning	Butler University	School of Education	Physical Education and Health	PE127	Introduction to Health, Physical Recreation and Dance	http://www.butler.edu/registrar/classes/courses	An orientation course for physical education majors; considers history, philosophy, professional organizations, and job opportunities in areas of physical education, dance, recreation, and health and safety.
Uses Indoor/Outdoor Environments, Planning for Physical Learning	Earlham College		Environmental Studies	ENPR210	Introduction to Outdoor Education	http://www.earlham.edu/curriculumguide/environmental/courses.html	Examines the foundational theory and practice of the field of Outdoor Education, including team building and group facilitation, experiential education theory, risk management, trip and lesson planning, psychological models of adventure, leadership studies, and diversity. Also listed as EDUC 210.
Uses Indoor/Outdoor Environments, Planning for Physical Learning	Franklin College		Health/Phys Ed/Recreatio n	REC 341	Organization and Administratio n of Recreation Programs	http://www.franklincollege.edu/catalog	Administrative and organizational procedures and techniques involved in conducting successful recreation programs. Fall, odd academic years.
Uses Indoor/Outdoor Environments, Planning for Physical Learning	Franklin College		Health/Phys Ed/Recreatio n	REC 340	Adventure Education	http://www.franklincollege.edu/catalog	This course is an introduction to adventure education with an emphasis on initiative training. The course will cover history, philosophy, terminology, safety, trends, programs, and opportunities in adventure education. Additional course fees assessed. *Prerequisite: REC 130.* Fall.
Works with Families	Anderson University	College of Science and Humanities	Sociology	SOCI2100	Introduction to Family Science	http://www.anderson.edu/registrar/catalog1012.pdf	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 ecosystem, how family roles and relationships are changing in response to cultural and technological changes, and the internal processes of the family which influence the growth and well-being of individuals and the resulting impact of such influence upon society as a whole.

Works with families	Anderson University	College of Science and Humanities	Sociology	SOCI3140	Parenting	http://www.anderson.edu/registrar/catalog1012.pdf	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 different types of families, and current theories and programs designed to enable fathers and mothers to become more effective in their roles as parents.
Works with families	Anderson University	College of Science and Humanities	Sociology	SOCI3150	Family Diversity	http://www.anderson.edu/registrar/catalog1012.pdf	Focus on diversity in family structures in contemporary U.S. society. Variations of family patterns by race, ethnicity, religion, social class, gender, and disability will be examined. Exploration of the social dynamics of family formation, composition, functioning, and patterning.
Works with families	Anderson University	College of Science and Humanities	Sociology	SOCI4150	Family Stress and Strategies for Intervention	http://www.anderson.edu/registrar/catalog1012.pdf	Focus on theories for understanding stress and its impact on families. Examination of ways families respond to developmental and situational stressors in family living (e.g., problems associated with adolescence, substance abuse, divorce, violence, illness, aging, death). Exploration of intervention strategies aimed at enrichment, prevention, and improvement of family functioning. Examining basic skills for assessment and responding to families experiencing stress.
Works with families	Anderson University	College of Science and Humanities	Sociology	SWOK4720	Social Work Practice with Families and Groups	http://www.anderson.edu/registrar/catalog1012.pdf	Emphasis on basic skills for generalist social work practice that include understanding and assessing family and small group functioning, strategically planning interventions, and effectively terminating and evaluating services with these client groups. Common family issues are presented in tandem with ideas for interventions. A survey of group types is provided with techniques for effective facilitation.
Works with families	Ball State University	College of Applied Science and Technology	Family and Consumer Sciences	FCSFC100	Introduction to Family and Child Studies	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/fcs02_cast.html#(FAMILY%20AND%20CONSUMER%20SCIENCES%20(FCS)	An overview and analysis of the family and child profession, including its many aspects and challenges, the required academic preparation, identification of the roles of the family and child professional, and career options.
Works with families	Ball State University	College of Applied Science and Technology	Family and Consumer Sciences	FCSFC250	Family Relations	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/fcs02_cast.html#(FAMILY%20AND%20CONSUMER%20SCIENCES%20(FCS)	Dynamics of family relationships and changes influencing family life and structure. Discusses the impact of larger systems on the family, the changing concept of family, family dynamics across its various life cycles. Issues specific to families, communication skills, and characteristics of healthy families.
Works with families	Ball State University	College of Science and Humanities	Social Work	SOCWK410	Social Work Practice 4	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/soc02_csh.html#SOCIOLOGY%20(SOC)	Introduces methods, knowledge, professional values, and competencies for entry-level practice with individuals and families. Focuses on practice methods of assessment, intervention planning and implementation, and evaluation. Concurrent field experience required.
Works with families	Ball State University	College of Science and Humanities	Sociology	SOC224	Family and Society	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/soc02_csh.html#SOCIOLOGY%20(SOC)	Introductory analysis of the interrelationship between family and society. Examines family within a historical, structural, and cultural context with an emphasis on demography, stratification, race/ethnicity, and power dynamics.
Works with families	Bethel College	School of Business and Social Sciences	History and Contemporary Society	SOC305	Parenting	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	Parenting is an examination of parent child interaction throughout the life cycle within American culture. A Christian perspective is stressed.
Works with families	Bethel College	School of Business and Social Sciences	History and Contemporary Society	SOC252	Marriage and Family Studies	http://www.bethelcollege.edu/academics/catalog/descriptions_undergrad.pdf	A study of dating, courtship, engagement, marriage, roles, parenthood, divorce, and changing definitions of family. Biblical, historical, and sociological perspectives are used, while emphasizing practical applications
Works with Families	Calumet College of St. Joseph		Natural and Social Sciences	HSV300	Family Counseling	http://www.ccsj.edu/academics/resources/catalogs.html	This course will explore the systems approach to family treatment using several theories of family therapy. Focus will be on the recognition of the rules, roles, and communication styles and coping mechanisms within different family systems. The use of various techniques including the genogram, sculpturing, and paradoxical interventions will also be studied.
Works with Families	Calumet College of St. Joseph		Natural and Social Sciences	SOCL300	Family Sociology	http://www.ccsj.edu/academics/resources/catalogs.html	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 study of the social organization, function, and group relationships both within the institutional and structural framework of the family and its interchanges with other social systems. Current research is emphasized.

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

Works with Families	Indiana Wesleyan University	College of Arts and Sciences	School of Social and Behavioral Sciences and Businesses	SOC200	Marriage and Family	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	A social scientific and Christian analysis of the social institution of family. Topics include, but are not limited to, dating, marriage, planning a family, child-rearing, and threats to the family.
Works with Families	Indiana Wesleyan University	College of Arts and Sciences	School of Social and Behavioral Sciences and Businesses	SOC371	Family Systems	https://wa-secure.indwes.edu/WebAdvisor/WebAdvisor?TOKENIDX=8507274391&SS=33&APP=ST	A study of principles, theoretical approaches, specific objectives, and techniques currently used in the "systems theory" approach to marriage and the family. The focus will be on normal developmental problems rather than on psychopathology. This course will present both a systemic and strategic approach to therapy including the theories of Minuchi , Satire, Bowen, and Haley. Prerequisite: 9 hours of Psychology. Also listed as PSY-371.
Works with families	Manchester College		Sociology and Social Work	335	Sociology of the Family	http://www.manchester.edu/catalog/majorminor.htm	Primary emphasis on development and maintenance of intimate relationships in the United States; theoretical and empirical materials on family life cycle, dating, sexual behavior, readiness for marriage, sexual behavior, social change and emerging family styles. Prerequisite: SOC 101 or permission of instructor. Fall, odd years.
Works with families	Manchester College		Sociology and Social Work	345	Class, Status and Power	http://www.manchester.edu/catalog/majorminor.htm	Classical and modern theories of class structure and mobility used to analyze the forms and conditions of social inequality, primarily in U.S. society. Relationships of class position to behavior in family, religion, politics and education are included. Prerequisite: SOC 101 or permission of instructor. Spring.
Works with families	Marian University	School of Education	Education	EDU516	Family and Teacher in Diverse/Inclusive Settings	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisite: Permission of appropriate program director. This course examines critical research, collaborative community partnerships, conflict management, child guidance, and home/school partnerships.
Works with families	Marian University	School of Liberal Arts	History and Social Sciences	SOC210	Marriage and Family	http://www.marian.edu/Registrar/Documents/2009-11%20Marian%20University%20Course%20Catalog.pdf	Prerequisite: 101 or permission. This course examines the social institutions of marriage and family in an historical and cross-cultural context. (2FE)
Works with Families	Martin University	School of Social Science	Community Services	ECE402	Parent and Community Education	http://www.martin.edu/downloads/martin_catalog.pdf	Examine the process of parenting throughout the lifespan, examine variations in parenting across cultures, and review community resources available to families..
Works with Families	Martin University	School of Social Science	Psychology	Psy383	Counseling to the Dysfunctional Family	http://www.martin.edu/downloads/martin_catalog.pdf	Presents a basic understanding of family dynamics, studying the dysfunctional family structure including co-dependency, survival roles and adult children
Works with Families	Martin University	School of History and Sociology	Sociology	SOC250	Marriage and the Family	http://www.martin.edu/downloads/martin_catalog.pdf	Students focus on the history of the American family and its evolution, covering the impact of technology, changing roles within the family, reduction in family size, and migration of the population to urban settings
Works with Families	Oakland City University	School of Arts and Sciences	Christian Education	CE400	Family Ministry	http://www.oak.edu/academics/index.php	This course will address the nature and needs of children, youth, and adults in family units and family systems. Methods and topics for effective ministry in the local church will be studied
Works with Families	Oakland City University	School of Arts and Sciences	Sociology	SOC260	Marriage and the Family	http://www.oak.edu/academics/index.php	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 work. Skills in interviewing, problem identification, and communication are emphasized, with the primary focus on marriage and the family unit.
Works with families	St. Joseph College	Social Sciences	Psychology	PSY119	Marriage and Family Life	www.saintjoe.edu	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 family life are discussed in detail. Selfactualization of individual family members, communication within the family, and taskorientation are taught as skills.

Works with Families	St. Mary of the Woods College	Social Behavioral Science	Sociology	SO321	Sociology of Families	http://www.smwc.edu/academics/academic_affairs/documents/Undergraduate_College_Catalog_2008-2010.pdf	Sociological analysis of the structure and functions of the family in contemporary society; interrelationships and structures; impact of social change on family structure and stability; and current trends in the institution. Focus on industrial societies with some comparative material included. Fall, odd years. Prerequisite: SO 211 or instructor's consent.
Works with Families	St. Mary's	Social Work	Social Work	SW235	Human Behavior and Social Environment I		This course examines human behavior and the social environment using the generalist social work theoretical framework to explain the interactions of individuals, families, and groups. Special emphasis is given to the biological, social, and psychological factors which affect human behavior within these micro and mezzo systems.
Works with Families	St. Mary's	Sociology	Sociology	SOC257	Sociology of Families		A sociological analysis of families within contemporary American society. Diversity in family life related to class, race, and gender is considered. Topics include theories of the family, mate selection, changing roles of men and women, parenting, divorce, violence, and family policy.
Works with Families	Taylor University	Liberal Arts	Communications	CAS382	Family Communication	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	The study of messages and meanings in contemporary family relationships including family diversity, spousal relationships, custodial and autonomous child-parent relationships, sibling relationships and the religious, legal and televised messages about families. *Prerequisite: CAS 120. Offered spring semester.*
Works with Families	Taylor University	Liberal Arts	Sociology	SOC340	Sociology of Familes and Children	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	This course examines the sociological foundations of childhood including family formation, childhood socialization and the changing cultural significance of children. This course also examines the divergent roles, styles and functions of parenting. *Offered fall semester of every other year (alternates with SOC 381).*
Works with Families	Taylor University	Liberal Arts	Sociology	SOC381	Marriage and Family Systems	http://www.taylor.edu/academics/files/catalog/1011_catalog/LA_2010-2011.pdf	A study of the changing state of family systems in America. The course also examines how work, social class, ethnicity and gender affect family structure and function. *Meets general education general social science requirement. Offered fall semester of every other year (alternates with SOC 340).*
Works with Families	Trine University	Education	Health and Physical Education	HPE352	Family Life Education	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	Investigation of the biological, psychological and sociological components of sexuality and family life. Issues discussed include the anatomy and physiology of the reproductive systems, gender roles, family living, marriage, parenthood,divorce, and abuse/violence.
Works with Families	Trine University	Arts and Sciences	Sociology	SOC323	The Family	http://www.trine.edu/academics/course_catalog/images/Course_Catalog2010-2012.pdf	An analysis of problems and relationships in the family setting: divorce, mobility, generation differences, changing role of women and youth, delinquency, cross cultural patterns. Prerequisite: PSY 113 or SOC 103
Works with Families	Trine University-Fort Wayne	Arts and Sciences	Sociology	SOC323	The Family	http://www.trine.edu/academics/adult_student_programs/course_catalog/TRINE_SPS_Course_CatalogApril_10.pdf	An analysis of problems and relationships in the family setting: divorce, mobility, generation differences, changing role of women and youth, delinquency, cross cultural patterns. Prerequisite: PSY 113 or SOC 103
Works with Families	Trine University-South Bend	Arts and Sciences	Sociology	SOC323	The Family	http://www.trine.edu/academics/adult_student_programs/course_catalog/TRINE_SPS_Course_CatalogApril_10.pdf	An analysis of problems and relationships in the family setting: divorce, mobility, generation differences, changing role of women and youth, delinquency, cross cultural patterns. Prerequisite: PSY 113 or SOC 103
Works with Families	University of Evansville	College of Arts and Sciences	Sociology	SOC335	Marriage and the Family	http://www.evansville.edu/docs/CourseCatalog2009-2011.pdf	Studies marriage and the American family, both dominant and subcultural patterns, its structure and relationships, with particular attention to parent and child roles.
Works with Families	University of Indianapolis	School of Education	Teacher Education	EDUC378	Family and Professional Collaboration	http://registrar.uindy.edu/academic_catalog/pdf/course_descriptions.pdf	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 emphasis is placed on understanding disability, cultural and linguistic biases, and barriers to shared decision-making from the perspective of the family and student. *Course required for a special education license in mild interventions.*

Works with Families	University of Notre Dame	College of Arts and Letters	Sociology	SOC20342	Marriage and the Family	http://www.nd.edu/academics/departments-colleges-schools/	The family is typically thought of as the primary and most fundamental of social institutions. 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 will also help in viewing the family, which can be very personal, in more objectives terms. (**Sophomore and Juniors Only)**
Works with Families	University of Phoenix-Indianapolis	Social Sciences	Human Services	BSHS371	Adult and Family Development	http://www.phoenix.edu/programs/continuing-education/individual-courses.html	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 influencing physical and mental health throughout the life cycle are explored, including those that contribute to developmental problems and those that foster greater life satisfaction and health. Students examine the resources and services for the aged population.
Works with Families	University of Southern Indiana	College of Education and Human Services	Social Work	SWK225	Child Welfare Services	http://www.usi.edu/socialwork/courses200.asp	This introductory course provides a survey of child welfare services in the human services field. Various services are examined including child abuse and neglect, adoption, foster care, and family support services. Open to all students.
Works with Families	University of Southern Indiana	College of Education and Human Services	Education	EDUC344	Family, School, Community Partnerships	http://www.usi.edu/educ/teach/courses.asp#200	Examines the diversity of families and factors that influence parenting in contemporary society. Focuses on strategies to develop working partnerships with parents. Addresses ways to design parent-teacher conferences, parent education, and parent involvement in P-6 settings. Guided field experience required.
Works with Families	University of Southern Indiana	College of Liberal Arts	Sociology, Anthropology and Criminal Justice	SOC261	Marriage and the Family	http://www.usi.edu/libarts/socio/soc/description.asp	The course examines research about the family life cycle. The specific areas investigated are sex roles, a history of the American family, dating, sexual behavior, marriage, childbirth, children, the middle-aged, the elderly, divorce, and step-parenting. Prereq: SOC 121. F, Sp
Works with families	Indiana University Purdue University-Indianapolis	School of Social Work	Social Work	S300	Working with Families	www.iupui.edu	Exploration of family relationships and roles in the twenty-first century. Examination of challenges encountered by families across the family life cycle. This is a required course to fulfill requirements for the Certificate in Family Life Education. It may also be taken as an elective.
Works with families, Guidance Skills	Ball State University	College of Applied Science and Technology	Family and Consumer Sciences	FCSFC380	Parenting	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/fcs02_cast.html#(FAMILY%20AND%20CONSUMER%20SCIENCES%20(FCS)	Researched-based parenting practices supporting the positive development of children in diverse families throughout the life cycle.
Works with families, Guidance Skills	Ball State University	College of Applied Science and Technology	Family and Consumer Sciences	FCSFC393	Presentations, Practices and Techniques for Family Life Education	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/fcs02_cast.html#(FAMILY%20AND%20CONSUMER%20SCIENCES%20(FCS)	Development of techniques for presentations and projects meeting the needs of diverse audiences in family and consumer sciences. Includes participation in use of methods, development, evaluation, and techniques for varied environments.
Works with families, Guidance Skills	Ball State University	College of Applied Science and Technology	Family and Consumer Sciences	FCSFC484	Family Stressors and Crises	http://www.bsu.edu/web/catalog/undergraduate/programs/Programs02/fcs02_cast.html#(FAMILY%20AND%20CONSUMER%20SCIENCES%20(FCS)	Focuses on stressors individuals and families experience across the life cycle and methods of coping. Teaches skills in professional ethics and boundaries when working with or educating families.

Works with families, Guidance Skills	Manchester College		Sociology and Social Work	223	Deviance and Social Control	http://www.manchester.edu/catalog/majorminor.htm	The study of how societies come to define certain attributes and behaviors as deviations from social norms and how societies attempt to suppress or regulate them. Topics include alcohol and drug use, crime and elite deviance, sexual assault and family violence, mental disorder, homosexuality and prostitution. Prerequisite: SOC 101. Fall, even years.
Works with Families, Individual Differences	Anderson University	College of Education	Education	SPED2300	Families, Teachers and Collaborations	http://www.anderson.edu/registrar/catalog1012.pdf	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
Works with families, Planning for Interpersonal and Intrapersonal Development	Manchester College		Sociology and Social Work	334	Human Behavior in the Social Environment	http://www.manchester.edu/catalog/majorminor.htm	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 "at-risk" 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, or 233; PSYC 110; SOC 101; or permission of instructor.