### Section I - General Education Core Courses

**GENERAL EDUCATION**

**GENED 120 HISTORICAL PERSPECTIVES ...** This course examines major trends in the economic, political, and sociocultural history of the world since the nineteenth century. Students are encouraged to draw on multiple perspectives to develop a comparative framework for understanding the origins of current global issues and the changing role of the US in the world.

#1588  
Section 01  
(units: 3)  
Gen Ed Humanities (GH)

**NOTE:** This course will be taught on Desire2Learn. A short while before class, information will be sent to each student's UWW email address. Required additional course fee is $150.00. For more information about the course, please contact Prof. A. Paddock at paddocka@uww.edu.

07/28-08/15  
Arranged  
Arranged  
WEB BASED  
Adam J Paddock

**GENED 390 WORLD OF IDEAS ...** This course examines themes and issues that have had a significant impact upon the world's civilizations. Readings will focus on primary texts representing major historical periods, world cultures, and diverse perspectives. This course will stress critical and analytical thought, drawing upon knowledge obtained in this and earlier core courses. May not be taken on a satisfactory/no credit grade basis.

**PREREQ:** COMPLETION OF ENGLISH PROFICIENCY, JUNIOR STANDING AND COMPLETION OF ALL OTHER CORE COURSES.

#1596  
Section 05  
(units: 3)  
Gen Ed Humanities (GH)

**NOTE:** This class is taught online through Desire2Learn. The course site will be available to you at the beginning of the session. An additional $150 fee will be assessed for this course.

07/28-08/15  
Arranged  
Arranged  
WEB BASED  
Marjorie E Rhine

### Section II - College of Arts and Communication

**ART**

**ARTSTDIO 251 CERAMICS I ...** A course designed to give the student the opportunity to explore hand building in slab, coil and other techniques; wheel throwing will be introduced as a basic means of pottery development. Work with a variety of glazing techniques will be stressed.

#1011  
Section 01  
(units: 3)  
Gen Ed Arts (GA)

**NOTE:** Required additional course fee is $80.

07/28-08/15  
MTWRF  
08:30 AM - 01:50 PM  
CA1037  
Jared A Janovec

**ARTSTDIO 498 INDEPENDENT STUDIES ...** Study of a selected topic or topics under the direction of a faculty member. Repeatable for a maximum of six credits in major/degree.

**Prereq:** Consent of Instructor

#1164  
Section 06  
(units: 1-6)  
Instructor Consent

07/28-08/15  
Arranged  
Arranged  
Reene M Melton

#1165  
Section 07  
(units: 1-6)  
Instructor Consent

07/28-08/15  
Arranged  
Arranged

**COMMUNICATION**

**COMM 110 INTRODUCTION TO HUMAN COMMUNICATION ...** A basic course designed to help students increase their effectiveness in public speaking and interpersonal communication through learning current theory and developing skills through actual classroom experiences. A beginning course in principles of oral communication designed to develop confidence and precision through classroom speaking. For information about the waiver examination see the Proficiency/General Studies Requirements section of this Bulletin.

#1321  
Section 04  
(units: 3)  

07/28-08/15  
MTWRF  
10:45 AM - 01:25 PM  
HE0314  
Kathy Brady

**COMM 203 PUBLIC RELATIONS TACTICS I ...** A beginning exploration of public relations communication styles as they apply to various media, including news releases, public service messages, media alerts, newsletters and brochures.

**COREQ:** SPEECH 202

#1326  
Section 01  
(units: 3)  

**NOTE:** This is a web based course. An additional fee of $150 is required.

07/28-08/15  
Arranged  
Arranged  
WEB BASED  
Corey B Davis

**INTERDEPARTMENTAL**

**MAGD 150 INTRODUCTION TO MEDIA ARTS AND GAME DEVELOPMENT ...** This interdisciplinary course provides an overview of the multimedia industry. Special attention is given to the study of multimedia applications, approaches, and related industry, policy, ethical and impact issues.

#1322  
Section 01  
(units: 3)  

07/28-08/15  
MTWRF  
10:45 AM - 01:25 PM  
MG0127  
James Varnum Terkeurst
Section IV - College of Education

1. All students entering the pre-professional education pre-block courses, including undergraduates, transfer students, and baccalaureate degree holding students, must meet the following criteria:
   (a) Passing scores on at least two subtests of the Pre-Professional Skills Test PPST;
   (b) A 2.75 grade point average on a minimum of 12 credits.

2. Students seeking teacher licensure must be admitted to Professional Education in order to enroll in selected upper division courses (300-400) in Education. For information pertaining to admission to Professional Education, check at Winther Hall Information Desk.

3. The Wisconsin Department of Public Instruction licensure code requires all new graduates in Early Childhood and Elementary Education to complete the Environmental Education requirement. Either Biology 214, Ecology and Society, or Geography 252, Human Environmental Problems, will partially satisfy the requirement. Students should check with their advisers about the requirement.

PROFESSIONAL EDUCATION ADMISSION

For courses Restricted to Professional Education Admission: Practicing Teachers must have a copy of their teaching certificate and the application to Professional Education for Licensed Teachers on file with the College of Education (send to Winther Hall 2033, UW-W, Whitewater, WI 53190) prior to registering. Teachers seeking their first license must be admitted to Professional Education at UW-W. This is in addition to being admitted to, and enrolled in, a graduate program.

COMMUNICATION SCIENCES AND DISORDERS

COMDIS 483 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION ... This course reviews current approaches to augmentative and alternative communication. Alternative methods of communication other than speech and methods for augmenting residual speech skills are discussed. The course focuses on the development of basic skills for evaluating and providing intervention programs for individuals using alternative and augmentative communication systems. Prereq: Consent of instructor.

#1195 Section 01 [units: 3] NOTE: Required additional course fee is $150. Instructor Consent
07/28-08/15 Arranged Arranged Valerie J Hoehnke

*** GRADUATE LEVEL COURSES ***

COMDIS 683 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION ... This course reviews current approaches to augmentative and alternative communication. Alternative methods of communication other than speech and methods for augmenting residual speech skills are discussed. The course focuses on the development of basic skills for evaluating and providing intervention programs for individuals using alternative and augmentative communication systems. Prereq: Consent of instructor.

#1201 Section 01 [units: 3] NOTE: Required additional course fee is $150. Instructor Consent
07/28-08/15 Arranged Arranged Valerie J Hoehnke

CURRICULUM AND INSTRUCTION

Curriculum & Instruction General

*** GRADUATE LEVEL COURSES ***

CIGENRL 770 SUPERVISION OF STUDENT TEACHERS ... Basic course in supervision of student teachers, open to UW-W cooperating teachers, explores the respective roles and responsibilities of all student teaching personnel, nature of student teaching programs, procedures followed in the selection of cooperating teachers and assignment of student teachers. Attention is also given to the recognition of skills and activities fundamental to the development of effective teachers.

#1189 Section 01 [units: 3] Dept. Consent
07/28-08/15 Arranged Arranged WEB BASED Kristen E Monday

Early Childhood

*** GRADUATE LEVEL COURSES ***

EARLYCHD 714 CURRENT ISSUES IN EARLY CHILDHOOD EDUCATION ... Identification of significant issues and consideration of research having an impact on emerging trends as well as current practices in early childhood education.

#1207 Section 01 [units: 3] NOTE: This is part of a 12-credit online/field-based course of study resulting in add-on early childhood regular education kindergarten certification. Consent of the instructor is required to register for this class. In addition to the normal tuition, students will be assessed a $50.00 per credit surcharge for on-line [web-based] courses. Instructor Consent
07/28-08/15 Arranged Arranged WEB BASED Robin K Fox
07/28-08/15 Arranged Arranged WEB BASED Erica L Schepp
## HEALTH, PHYSICAL EDUCATION, RECREATION AND COACHING

### Physical Education General

**PEGNR 192 PERSONAL HEALTH AND FITNESS FOR LIFE**... An activity course which develops students understanding of the importance of a healthy lifestyle, while experiencing the choices available. Students will develop a basic understanding of creating and/or assessing healthy and safe exercise program(s) relative to their goals and needs.

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<th>Start/End Dates</th>
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<td>Keri L Carollo</td>
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### Education Interdepartmental

**EDUINDP 410 CREATING PROFESSIONAL DEVELOPMENT PLANS**... This course is designed to be a campus based course with a 25% on-line component. This course prepares the initial educator to use reflection tools to gauge their current level of performance based on the Wisconsin Educator Standards. From their reflections and documentations, each participant will write a compelling goal(s) that drives the writing of the professional development for the next 3-5 years. Professional Development Plans (PDPs) will be completed and approved so that the initial educator will leave the institute ready to implement the first year of his/her PDP. Assessment strategies are part of the institute so that initial educators may begin to collect and analyze data that show professional growth and a positive impact on student learning. Participants will be part of a learning community which includes the university higher education representative and other members of their professional community. Prereq: Employed in public/private educational setting; professional educator status.

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**EDUINDP 412 VERIFICATION OF THE PROFESSIONAL DEVELOPMENT PLAN**... This 1 credit campus-based and on-line (50%) institute builds on prior learning from the previous summer institutes by providing the final verification process with Initial Team Members of the Initial Educator’s Professional Development Plan.

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### ***GRADUATE LEVEL COURSES***

**EDUINDP 610 CREATING PROFESSIONAL DEVELOPMENT PLANS**... This course is designed to be a campus based course with a 25% on-line component. This course prepares the initial educator to use reflection tools to gauge their current level of performance based on the Wisconsin Educator Standards. From their reflections and documentations, each participant will write a compelling goal(s) that drives the writing of the professional development for the next 3-5 years. Professional Development Plans (PDPs) will be completed and approved so that the initial educator will leave the institute ready to implement the first year of his/her PDP. Assessment strategies are part of the institute so that initial educators may begin to collect and analyze data that show professional growth and a positive impact on student learning. Participants will be part of a learning community which includes the university higher education representative and other members of their professional community. Prereq: Employed in public/private educational setting; professional educator status.

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**EDUINDP 612 VERIFICATION OF THE PROFESSIONAL DEVELOPMENT PLAN**... This 1 credit campus-based and on-line (50%) institute builds on prior learning from the previous summer institutes by providing the final verification process with Initial Team Members of the Initial Educator’s Professional Development Plan.

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### SPECIAL EDUCATION

**SPECED 205 INTRODUCTION TO SPECIAL EDUCATION**... A survey course designed to familiarize students with the psychological, physiological and educational problems which confront persons who are cognitively disabled, gifted, emotionally disturbed, speech impaired, auditorily impaired, visually impaired, orthopedically and neurologically impaired.

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<td>Brooke N Winchell</td>
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SPE 406  TRANSITION PROGRAMMING FOR STUDENTS WITH DISABILITIES ... Identification of specific strategies for overcoming attitudinal and technical barriers to vocational mainstreaming of special needs students. Content includes values clarification, vocational assessment, vocational IEP development, and elementary and secondary vocational models in delivering appropriate vocational services to EEN students. Content covers grades K-12.

PREREQ: SPE 325 AND ADMISSION TO PROFESSIONAL EDUCATION
#1249 Section 01  [units: 3]  NOTE: This is a web based course.
  07/28-08/15  Arranged  Arranged  WEB BASED  Kelly L Jewell

SPE 486  ACADEMIC INTERVENTION I ... The course is about reading for students with problems and disabilities through the use of theories, models, and specific research-based programs in phonemic awareness, decoding, reading and comprehension. We will examine the processes and skills children and adolescents engage in to read and understand literature and content within the curriculum. Specifically the difficulties encountered by students with language and learning differences will be reviewed and research providing "best practices" in teaching phonemic awareness, reading, decoding, and comprehension as a tool for literacy development will be emphasized. Students will develop personal philosophies and review and implement instructional strategies for teaching the development and fluency aspects of phonemic awareness, reading, decoding, and comprehension within the special and regular curriculum.

PREREQ: SPE 205, SPE 324, SPE 325, SPE 361, SPE 426, SPECFLD 385 AND ADMISSION TO PROFESSIONAL EDUCATION
#1244 Section 01  [units: 3]
  07/28-08/15  MTWRF  10:45 AM - 01:25 PM  WH2014  David M Gordon

*** GRADUATE LEVEL COURSES ***

SPE 686  ACADEMIC INTERVENTION I ... The course is about reading for students with problems and disabilities through the use of theories, models, and specific research-based programs in phonemic awareness, decoding, reading and comprehension. We will examine the processes and skills children and adolescents engage in to read and understand literature and content within the curriculum. Specifically the difficulties encountered by students with language and learning differences will be reviewed and research providing "best practices" in teaching phonemic awareness, reading, decoding, and comprehension as a tool for literacy development will be emphasized. Students will develop personal philosophies and review and implement instructional strategies for teaching the development and fluency aspects of phonemic awareness, reading, decoding, and comprehension within the special and regular curriculum.

RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION
#1254 Section 01  [units: 3]
  07/28-08/15  MTWRF  10:45 AM - 01:25 PM  David M Gordon

SPE 785  CURRENT TOPICS IN SPECIAL EDUCATION: PRE-INSTITUTE ... The Pre-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPE 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators, and alumni. Specifically, the Pre-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

COREQ: SPE 786
#1274 Section 01  [units: 1]  NOTE: Gloria Campbell-Whatley leads the 2014 Summer Institute on Culturally Responsive Instruction: Educating All Students.
  08/04-08/05  MT  09:00 AM - 04:00 PM  WH2015  Ozalle M Toms

SPE 786  CURRENT TOPICS IN SPECIAL EDUCATION: INSTITUTE ... The Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices related to critical issues facing the field of special education. Topics are selected on the basis of need, interest, or timeliness and will change each time the course is offered. Institutes will be offered in the summer session and conducted by international and national leaders with expertise on the topic. SPE 785 Current Topics in Special Education: Pre-Institute (1 credit) and SPE 787 Current Topics in Special Education: Post-Institute (1 credit) can be taken prior to and following each summer institute and provide a more in-depth examination of the topic.

#1275 Section 01  [units: 1]  NOTE: Gloria Campbell-Whatley leads the 2014 Summer Institute on Culturally Responsive Instruction: Educating All Students.
  08/06-08/07  WR  09:00 AM - 04:00 PM  HH2200  Amy Griffith

SPE 787  CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE ... The Post-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPE 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators and alumni. Specifically, the Post-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

COREQ: SPE 786
#1276 Section 01  [units: 1]  NOTE: Gloria Campbell-Whatley leads the 2014 Summer Institute on Culturally Responsive Instruction: Educating All Students.
  08/08-08/09  FS  09:00 AM - 04:00 PM  WH2015  Ozalle M Toms
### BIOLOGICAL SCIENCES

**BIOLOGY 451 NATURAL HISTORY OF YELLOWSTONE NP AND THE UPPER GREAT PLAINS**

This is an introductory, multi-disciplinary, summer field course open to all. It is held at Yellowstone National Park and locations in route. Students will learn field methods, geology, ecology and natural history. It is suitable for biology and geology majors and anyone interested in field science or natural history.

**PREREQ:** BIOLOGY 120 OR BIOLOGY 141 AND CONSENT OF INSTRUCTOR

- **#1109 Section 01** [units: 3]  
  NOTE: This is a 19-day faculty-led travel study course is intended for Biology majors/minors and Geology/Geography majors/minors. Travel is scheduled to South Dakota, Montana, and Yellowstone National Park for Monday, August 4 to Saturday, August 23, 2014. Contact Kari Borne (bornek@uww.edu or 262-472-1003) for an application or Professor Clokey (clokeyg@uww.edu or 262-472-5140) for academic requirements. Travel study registration is not available via WINS registration. Travel study participants may not add or drop a travel study course via WINS once it has been added to their academic schedule. Go to http://www.uww.edu/conteduc/travel/index.htm for more information on due dates, itinerary, and course fees.
  
  07/28-08/15 Arranged Arranged George V Clokey

### GEOGRAPHY AND GEOLOGY

**GEOLOGY 451 NATURAL HISTORY OF YELLOWSTONE NP AND THE UPPER GREAT PLAINS**

This is an introductory, multi-disciplinary, summer field course open to all. It is held at Yellowstone National Park and locations in route. Students will learn field methods, geology, ecology and natural history. It is suitable for biology and geology majors and anyone interested in field science or natural history.

**PREREQ:** BIOLOGY 120 OR BIOLOGY 141 AND CONSENT OF INSTRUCTOR

- **#1112 Section 01** [units: 3]  
  NOTE: This is a 19-day faculty-led travel study course is intended for Biology majors/minors and Geology/Geography majors/minors. Travel is scheduled to South Dakota, Montana, and Yellowstone National Park for Monday, August 4 to Saturday, August 23, 2014. Contact Kari Borne (bornek@uww.edu or 262-472-1003) for an application or Professor Clokey (clokeyg@uww.edu or 262-472-5140) for academic requirements. Travel study registration is not available via WINS registration. Travel study participants may not add or drop a travel study course via WINS once it has been added to their academic schedule. Go to http://www.uww.edu/conteduc/travel/index.htm for more information on due dates, itinerary, and course fees.
  
  07/28-08/15 Arranged Arranged George V Clokey

### INTERNATIONAL AND AREA STUDIES

**ASIANSTD 472 GOVERNMENT AND POLITICS IN CHINA**

This course exposes students to the breadth of Chinese government and politics. It briefly overviews the traditional Chinese system, its breakdown, and the rise of communism. It also overviews a more detailed treatment of the characteristics and major events of the communist era.

**PREREQ:** 3 UNITS OF POLITICAL SCIENCE

- **#1472 Section 01** [units: 3]  
  NOTE: This course will be taught using Desire2Learn. A short while before class, information will be sent to each student's UW-W email address. Required additional fee of $150 will be assessed for this class.
  
  07/28-08/15 Arranged Arranged WEB BASED Xia Li Lollar

### MATHEMATICAL AND COMPUTER SCIENCES

**COMPSCI 162 COMPUTER APPLICATIONS**

A thorough introduction to using computers covering word processing, spreadsheets, data storage and retrieval, computer graphics and applications, uses of computers, e-mail and the Internet, hardware, history, and problems arising from the use of computers.

**COREQ:** MATH 141 OR MATH 140 OR WAIVER

- **#1003 Section 02** [units: 3]  
  Gen Ed Math/Natural Sciences (GM)  
  NOTE: This is a web-based class. Required additional course fee is $150.
  
  07/28-08/15 Arranged Arranged WEB BASED Hien M Nguyen
<table>
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<tr>
<th>Mathematics</th>
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<tr>
<td><strong>MATH 498 INDEPENDENT STUDY</strong> ... Study of a selected topic or topics under the direction of a faculty member. Repeatable. Department Consent required.</td>
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<td>#1852  Section 03  [units: 3]                                               Dept. Consent</td>
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<td><strong>POLITICAL SCIENCE</strong></td>
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<tr>
<td><strong>POLISCI 261 AFRICAN-AMERICAN POLITICS</strong> ... The course examines the African-American experience of race, ethnicity, class, and gender within the context of American political landscape. It will therefore explore the unique history, content and forms of African-American political participation as well as their struggle for freedom and equality as full citizens in the workings of various American political institutions.</td>
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<tr>
<td>#1451  Section 01  [units: 3]  Gen Ed Ethnic/Women Studies &amp; Diversity (GE) (DV)</td>
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<td>Start/End Dates: 07/28-08/15  Meeting Days: MTWRF  Meeting Times: 02:00 PM - 04:40 PM</td>
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<tr>
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<th>Psychology</th>
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<tr>
<td><strong>PSYCH 303 LEARNING AND CONDITIONING</strong> ... Studies the basic processes of how organisms modify their behavior. Topics include classical and instrumental conditioning, reinforcement, extinction, punishment and avoidance, generalization and discrimination, and biological constraints on learning.</td>
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<tr>
<td>PREREQ: PSYCH 211</td>
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<tr>
<td>#1637  Section 01  [units: 3]  NOTE: This Web course will be taught on Desire2Learn. Shortly before the start of the class, information will be sent to your UWV email address. Required additional course fee is $150.00.</td>
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<td><strong>AFRIAMR 261 AFRICAN-AMERICAN POLITICS</strong> ... The course examines the African-American experience of race, ethnicity, class, and gender within the context of American political landscape. It will therefore explore the unique history, content and forms of African-American political participation as well as their struggle for freedom and equality as full citizens in the workings of various American political institutions.</td>
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<td><strong>SOCWORK 235 CHILD WELFARE</strong> ... This course is a survey of social services for children: the problems treated, an assessment of the effectiveness of current services, and consideration of alternative service programs.</td>
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<td>#1498  Section 01  [units: 3]  NOTE: This is a web based course. An additional fee of $150 is required.</td>
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