

placed on the integration of theoretical and conceptual principles, as well as professional and personal skill development. Prerequisites: PSY 595 and application for internship. Field experience fee \$75.

RANGE AND RANCH MANAGEMENT (R&RM)

- 221-3 Wildlife Habitat and Range Management. (3-0)** An introduction to wildlife and range resources of the United States with special reference to Texas. The importance of animals, forests, and rangelands in our economic and cultural life; the symbiotic phenomena between wildlife and range/forest management. Credit for both R&RM 221 and WLDM 221 will not be awarded. Prerequisites: ENGL 111, 112, and MATH 107 or higher. Course fee \$5.
- 300-3 Rangeland and Forest Plants. (2-2)** Comprehensive study of native and naturalized North American plants used for range, habitat, and wood products. Major domesticated pasture plants. Detailed treatment of systematics, nomenclature, morphological features, and ecology with emphasis on economically important range, lumber-pulp, and watershed species. Prerequisites: AGRN 105 and BIOL 120. Lab fee \$2.
- 301-3 Principles of Range Management. (2-2)** Principles and practices for managing native grazing lands. Use of the Cardinal Principles for conservation of range resources. Sustained forage, animal, water, etc., production and ranching profitability. Application of ecology and plant physiology to grazing management. Land-vegetation manipulations to restore deteriorated ranges and watersheds. Prerequisites: AGRN 105 and BIOL 120. Lab fee \$2.
- 302-3 Range Plants (2-2)** Nomenclature and classification of range plants in the U.S. with emphasis on distribution, ecology, and economic value of species important in Texas. Prerequisite: Completion of all required freshman agriculture courses. Lab fee \$5.
- 305-3 GIS for Natural Resource Managers. (2-2)** An introductory course on the use of geographic information systems (GIS) in natural resource management. Laboratory exercises will apply knowledge learned in lectures to solve real world problems in natural resource management using GIS software. Cross-listed with AGRN 305 and WLDM 305: credit will not be given for multiple enrollments in these cross-listed courses. Lab fee \$15.
- 310-3 Wildlife Management Techniques. (2-2)** Field and laboratory techniques used in wildlife management and research. Determining age, food habits, population analysis, habitat analysis, and introduction to research. Credit for both R&RM 310 and WLDM 310 will not be awarded. Modest cost of field trips will be borne by student Prerequisite: R&RM 221 or W S 221. Course fee \$5.
- 315-3 Range Ecology. (2-2)** Introduction of the physical and biological components of rangeland ecosystems and their influence on plant and animal growth. Field study of range ecosystems in the Cross Timbers area with emphasis on dynamics, interactions, and manipulation. Prerequisites: AGRN 105, ANSC 107, and R&RM 302. Lab fee \$7.
- 320-3 Watershed Management. (3-0)** Management and planning of range and forest land watersheds for maintenance or improvement of water and soil resources. Effects of vegetation and land management practices on water quality and quantity, erosion, and sedimentation. Prerequisite: R&RM 301.
- 399-v Cooperative Education. (Credit variable; 1-3 for each hour)** This course is designed to offer students the opportunity to integrate academic study

with work experience that is germane to their major or minor. Enrollment requires a two-semester minimum commitment that may be accomplished by 1) alternating semesters of full-time study with semesters of curriculum-related employment, or 2) enrolling in courses at least half-time (6 semester hours) and working part-time in parallel positions of curriculum-related employment. The department Cooperative Education advisor will supervise the student's experience and assign the final grade based on the student's final report which is required to complete the course. Students may participate in the Cooperative Education program for an unlimited number of semesters but a maximum of 6 hours credit may be counted toward a degree. Prerequisites: Completion of 30 semester hours which includes 12 hours in the major or minor discipline in which the Cooperative Education course is desired, minimum overall GPA of 2.5 and a minimum GPA of 3.0 in the appropriate major or minor field, and department head approval. Field experience fee \$75.

- 412-3 Range Improvement and Development. (2-2)** Principles and practices associated with the development of rangelands for livestock and wildlife production. Study of grazing systems, facilities development, brush control, reseeding, fertilization, and burning to improve rangeland productivity. Prerequisite: R&RM 301 or consent of instructor. Lab fee \$2.
- 416-3 Range Analysis and Planning. (2-2)** Methods and applications of sampling, describing, and evaluating range plant communities with emphasis on inventory and monitoring programs for private and public lands. Application of biometrics to inventory data. Prerequisite: R&RM 301 or consent of instructor. Lab fee \$2.
- 484-v Internship. (Credit Variable)** An approved, supervised, comprehensive work experience consisting of a minimum of 240 hours (6 weeks) for career preparation in a public, commercial, or private range-related enterprise or ranching operation. Prerequisites: Senior or junior classification and approval of academic advisor and department head. Field experience fee \$75.
- 486-v Problems in Range Management. (Credit variable)** Individualized or small group studies of current topics applicable to the management of rangeland with emphasis on the student's specific major and interests. Prerequisites: Senior classification and advance approval by instructor of record.
- 488-v Undergraduate Research. (Credit variable)** Fundamental research methods will be addressed through a faculty-directed project. Participation in an abbreviated lecture series may be required. Project components may include a literature review, data collection and analysis, testing, planning, project design, and/or computer modeling. The student is required to prepare a final report and produce a presentation. No credit is awarded until the report and presentation are submitted. Only one undergraduate research experience will be counted toward degree requirements. Prerequisites: Junior standing, completion of 12 hours in AGRN and/or R&RM, and approval of department head.
- 515-3 Rangeland Ecosystems. (3-0)** Specialized study of rangeland ecosystems with emphasis on herbivory as an ecological process. An in-depth review of assessment methodology, trends in research, and current ecological issues. Prerequisites: R&RM 315 and 416 and graduate classification.
- 586-v Range Management Problems. (Credit variable)** Advanced independent or group study of selected range management problems or topics. Credit hours dependent on scope and depth of study. Enrollment must be approved in advance by supervising instructor.

READING (RDG)

- 100-3 Basic Reading. (3-0)** The study of ways a student may enhance existing reading and writing skills; evaluate and examine new theories of learning in relation to individual needs; develop problem solving abilities and critical thinking; acquire individual capacities for understanding oneself in relation to college expectations. The class will use relevant, pertinent materials designed to enrich a student's background knowledge.
- 301-3 An Introduction to Children's Literature. (3-0)** A survey of literature for children focusing on the use of classic and contemporary texts to promote interest, motivation, & critical reading skills for self-selected reading in the elementary student. Prepares teachers to use texts to emphasize literary genre, text structures, & literary devices as tools for making connections & meaning. Prerequisites: Required core ENGL classes for degree. Credit will not be granted for RDG 301 and ENGL 350.
- 311-3 Reading I – Reading Acquisition and Development. (3-0)** Focuses on research-based competencies essential for effective literacy instruction. Surveys characteristics of normal reading development in the emergent/early learner; explores materials, procedures, assessment and instructional methods considered effective in teaching oral language, writing, strategy building for comprehension, vocabulary, and word identification; reviews diagnosis of reading difficulties in the young reader. Prerequisites: Required core and degree ENGL and completion of or concurrent enrollment in RDG 301.
- 351-3 Content Area Reading. (3-0)** This course provides an understanding of factors which influence learning from content text and teaches specific instructional strategies which promote comprehension, vocabulary development, effective study strategies, and test-taking skills. Includes ways to modify text for diverse learners. Attention is given to the principles of research-based reading instruction. Prerequisite: nine hours required English.
- 384-3 Reading II – Assess and Instr of the Dev Reader. (3-0)** A field-based course surveying characteristics of the transitional and fluent literacy learner, methods of assessment and instruction for strategy building, comprehension, vocabulary, word identification, TEKS/TAKS. Examines normal reading development, reading difficulties, strategies for assessing/addressing reading differences including diverse learner reading processes and development of literacy in English or ELL. Prerequisites: RDG 311 and Admission to Tarleton Teacher Education Program.
- 409-3 Reading and Writing Across the Curriculum. (3-0)** Theory and instructional strategies for teaching the writing process in elementary and middle schools. Includes stages of the writing process, issues at the different grade levels, teaching with mini-lessons, early literacy, spelling, handwriting, developing listening skills, TAAS writing, and the use of children's literature to teach writing. Prerequisites: RDG 311 and 384, ENGL 350, and concurrent enrollment in RDG 410 and EDU 430 or approval of department head.
- 410-3 Implementation of Classroom Reading Instruction. (3-0)** A survey of state and national reading initiatives, approaches to teaching reading, procedures for organizing the elementary and middle school classrooms for reading instruction, research on effective reading-writing instruction, and roles of school personnel and parents in the school reading program.

Prerequisites: RDG 311 and 384, ENGL 350, and concurrent enrollment in RDG 409 and EDU 430 or approval of department head.

- 486-v Reading Problems. (1 to 3-0)** A course featuring independent research, reading, application and discussion under personal direction of instructor. Topics vary according to student need. Open to students of junior or senior classification who have been admitted to the Teacher Education Program and with approval of the instructor and department head.
- 570-3 Literacy Development. (3-0)** Models of the reading and writing processes. Includes characteristics of emergent, early, transitional and fluent literacy; instructional strategies in reading and writing; phonics instruction and strategies for teaching English language learners; the essential knowledge and skills in the language arts curriculum. Prerequisite: admission to the alternative teacher certification program at Tarleton.
- 571-3 Advanced Strategies for Literacy Development. (3-0)** A study of the research in literacy development from early childhood through adulthood. Course content includes: developing research-based literacy programs from early childhood through adulthood; applying informal diagnostic and remedial procedures for English language learners, elementary, secondary and adult readers; surveying print and non-print materials, including textbooks, trade books and computer software. Prerequisite: admission to the alternative teacher certification program at Tarleton.
- 572-3 Language Arts for Today's Learner. (3-0)** Examines research and strategies for implementing the reading/writing process in classrooms. Examines integrated curriculum, use of children's literature, classroom management and organization, evaluation, working with diverse learners, and developing support networks. Prerequisites: RDG 573 or 9 hours of undergraduate reading courses or approval of department head.
- 573-3 Foundations of Reading. (3-0)** Examines theoretical models of the reading process, historical perspectives on reading instruction, and language learning. Develops an understanding of the construction of reading theory and its relationship to instructional practices. Prerequisite: Elementary, secondary, or all-level certification or approval of department head.
- 574-3 Reading Resources and Materials. (3-0)** Surveys a variety of print and non-print materials including content-area textbooks, trade books, and computer software. Includes evaluation of materials and application of reading principles to instruction in content areas. Prerequisite: RDG 573 or 9 hours of undergraduate reading courses or approval of department head.
- 575-3 Reading Research and Assessment. (3-0)** Examines methods and techniques employed in reading research and assessment. Includes a review of research and the development, implementation, and dissemination of classroom research. Explores the application of appropriate diagnostic and correctional procedures for elementary, secondary, and adult learners having difficulty reading. Includes clinical practice. Prerequisite: RDG 573 or 9 hours of undergraduate reading courses or approval of department head.
- 576-3 Organization and Administration of Reading Programs. (3-0)** Surveys state laws, trends and issues related to the administration of reading programs. Examines instructional issues and reading programs for pre-K through adult learners. Includes censorship issues, textbook/test adoption procedures, roles and responsibilities in the reading program, staff development, and change strategies. Prerequisite: RDG 573 or 9 hours of undergraduate reading courses or approval of department head.
- 586-v Problems. (Credit variable)** Directed study of selected problems in reading. Prerequisite: Approval of department head.

RELIGION STUDIES (R S)

- 101-3 Survey of the Old Testament. (3-0)** A survey of the historical background and basic teachings of the Old Testament and its influence in the ancient world.
- 102-3 Survey of the New Testament. (3-0)** A survey of the historical background and basic teachings of the New Testament and its influence in the ancient world.
- 205-3 The Life of Christ. (3-0)** A study of the life and teachings of Jesus as described in the Gospels and set in the historical context of the ancient Near East.
- 304-3 World Religions. (3-0)** A study of the philosophical, ethical, and social dimensions of the religions of the world. Focuses on major religions but lesser known ones may be included. The course will emphasize the diversity of religious experience and traditions. Credit for both PHIL 304 and R S 304 will not be awarded.

SOCIAL SCIENCES (SOSC)

- 301-3 Social Sciences Survey. (3-0)** An interdisciplinary course emphasizing the relationships of history, political science, economics and the social sciences. Prerequisites: 9 hours of HIST, POLS, ECO or SOC.

SOCIAL WORK (SWK)

- 207-3 Social Welfare in America. (3-0)** Provides a general introduction to human services in the United States. Emphasis is on services and programs directed at the most vulnerable populations in our society. Race, ethnicity, gender, and socioeconomic status are considered in an effort to understand the need for various human services and social welfare programs.
- 208-3 Introduction to Social Work. (3-0)** (TCCNS = SOCW 2361) Focuses on the profession of social work: historical development, values and ethics, and various aspects of practice with an emphasis on the generalist perspective and populations at risk.
- 300-3 Methods and Skills of Interviewing. (3-3)** This pre-practice course will introduce students to the Generalist Social Work Practice Model. Beginning social work skills introduced include the principles of conducting a helping interview, including initial client contact, attending and listening, empathetic responses, exploration and elaboration, questioning, gaining cooperation, self-disclosure, and termination. Issues of problem solving with diverse populations and persons from different cultural backgrounds as well as ethical issues of helping relationships are explored. Prerequisite: Completion of or concurrent enrollment in SWK 208.
- 303-3 Social Work with Diverse Populations. (3-0)** theoretical, political, cultural, and economic issues related to diverse populations. An emphasis will be placed on social work practice with oppressed populations. Societal forces which promote discriminatory and oppressive values, beliefs, and attitudes will be examined.
- 306-3 Social Welfare Policy. (3-0)** A study of social welfare as society's response to the needs of individuals, groups, and communities; a historical review of policy development reflecting society's changing values; policy analysis to determine impact on various systems including populations at risk; role of social policy in promoting social justice and social change. Prerequisite: SWK 207 or concurrent enrollment.