

**MEMORANDUM**

TO: Deans and Chairs  
From: Becky Bitter, Assistant Registrar  
DATE: March 25, 2010  
SUBJECT: Minor Change Bulletin No. 4

The courses listed below reflect the minor curricular changes approved by the catalog editor since approval of the last Minor Change Bulletin. The column to the far right indicates the date each change becomes effective.

Prefix	Course Number	New Revise Drop	Current	Proposed	Effective Date
AgTM	444	Revise	<del>Special Topics</del> 1 May be repeated for credit; cumulative maximum 3 hours. Prereq permission of instructor. Laboratory and research techniques for AgTM.	<b>Teaching Practicum</b> 1 May be repeated for credit; cumulative maximum 3 hours. Prereq permission of instructor. Laboratory and research techniques for AgTM.	8-10
C E	408	Drop	<b>Air Pollution Control Engineering</b> 3 Prereq senior in engineering or physical sciences. Measurement and control of air pollution; engineering design calculations; equipment and process. Credit not granted for both C E 408 and 508. Cooperative course taught jointly by WSU and UI (CH E 475).	--N/A--	8-10
C E	409	Drop	<b>Air Quality Modeling</b> 3 Prereq one semester calculus and physics. Theory and practice of air quality modeling with an emphasis on use of EPA regulations; principles of atmospheric pollutant dispersion and air quality models.	--N/A--	8-10
C E	465	Revise	[M] <b>Integrated Civil Engineering Design</b> 3 (1-6) Prereq senior in C E, Arch, B E, M E, or E E; registered for FE/EIT exam. Civil engineering applications to planning and design; problem synthesis, data analysis, decision making and reporting; design of complete projects that	[M] <b>Integrated Civil Engineering Design</b> 3 (1-6) Prereq senior in C E; <u>taken final semester</u> . Civil engineering applications to planning and design; problem synthesis, data analysis, decision making and reporting; design of complete projects that include local and	8-10

			include local and worldwide problems through interdisciplinary teams.	worldwide problems through interdisciplinary teams.	
C E	508	Drop	<b>Air Pollution Control Engineering 3</b> Prereq graduate standing. Graduate-level counterpart of C E 408; additional requirements. Credit not granted for both C E 408 and 508.	--N/A--	8-10
C E	571	Drop	<b>Meteorology 3 Prereq</b> Math 273, Phys 201 or comparable. Basic meteorology; atmospheric thermodynamics; cloud physics, synoptic meteorology; radiative processes; climate change. Cooperative course taught jointly by WSU and UI (GEOG 504).	--N/A--	8-10
For L	120	Revise	<b>[G] Introduction to Foreign Cultures 3</b> Taught in English. <del>An introduction to both verbal and non-verbal intercultural communication</del>	<b>[G] Introduction to Foreign Cultures 3</b> Taught in English. <u>An introduction to inter-/intra-cultural communication of foreign cultures, plus customs, art, music, religion, fashion, food, et al.</u>	8-10
FS	422	Revise	<b>(FSHN) Sensory Evaluation of Food and Wine 3</b> Prereq Stat 212. Theory, principles and application of sensory evaluation techniques in appearance, aroma, flavor and texture of foods and wine. Credit not granted for both FS 422 and 522. Cooperative course taught jointly by WSU and UI (FS 422).	<b>(FSHN) Sensory Evaluation of Food and Wine 3</b> Prereq Stat 212; <u>FS 110 or V E 113; or by permission.</u> Theory, principles and application of sensory evaluation techniques in appearance, aroma, flavor and texture of foods and wine. Credit not granted for both FS 422 and 522. Cooperative course taught jointly by WSU and UI (FS 422).	1-11
FS	522	Revise	<b>(FSHN) Sensory Evaluation of Food and Wine 3</b> Prereq Stat 212. Graduate-level counterpart of FS 422; additional requirements. Credit not granted for both FS 422 and 522. Cooperative course taught jointly by WSU and UI (FS 522).	<b>(FSHN) Sensory Evaluation of Food and Wine 3</b> Prereq Stat 212; <u>FS 110 or V E 113; or by permission.</u> Graduate-level counterpart of FS 422; additional requirements. Credit not granted for both FS 422 and 522. Cooperative course taught jointly by WSU and UI (FS 522).	1-11
H D	202	Revise	<b>Human Development - Middle Childhood Through Adolescence 3</b> Prereq H D 101 or 201. In-depth study of school-age child and adolescent; observation and	<b>Human Development - Middle Childhood Through Adolescence 3</b> Prereq H D 101, 201, or 340. In-depth study of school-age child and adolescent development; observation	8-10

			volunteer experience; theories and their application.	and volunteer experience; theories and their application.	
<b>H D</b>	<b>300</b>	<b>Revise</b>	<b>Child Abuse and Neglect</b> 3 Prereq 6 hours of social sciences. Overview of causes, identification, reporting, and treatment of children who are abused and/or neglected.	<b>Child Abuse and Neglect</b> 3 Prereq 6 hours of social sciences; <u>sophomore standing</u> . Overview of causes, identification, reporting, and treatment of children who are abused and/or neglected.	<b>8-10</b>
<b>H D</b>	<b>301</b>	<b>Revise</b>	<b>Family Stress and Coping</b> 3 Prereq 6 hours of social sciences. Examination of the nature and course of family crisis, using a family systemic approach, including principles used in intervention strategies.	<b>Family Stress and Coping</b> 3 Prereq 6 hours of social sciences; <u>sophomore standing</u> . Examination of the nature and course of family crisis, using a family systemic approach, including principles used in intervention strategies.	<b>8-10</b>
<b>H D</b>	<b>302</b>	<b>Revise</b>	<b>Parent-Child Relationships</b> 3 Prereq 6 hours in social sciences. Parenting in contemporary society with focus on reciprocity of parent-child relationships and diversity of families.	<b>Parent-Child Relationships</b> 3 Prereq 6 hours in social sciences; <u>sophomore standing</u> . Parenting in contemporary society with focus on reciprocity of parent-child relationships and diversity of families.	<b>8-10</b>
<b>H D</b>	<b>305</b>	<b>Revise</b>	<b>Gerontology</b> 3 Prereq 6 hours of social sciences. Examination and analysis of social context of aging including public policy, implications of demographic shifts, and quality-of-life issues.	<b>Gerontology</b> 3 Prereq 6 hours of social sciences; <u>sophomore standing</u> . Examination and analysis of social context of aging including public policy, implications of demographic shifts, and quality-of-life issues.	<b>8-10</b>
<b>H D</b>	<b>320</b>	<b>Revise</b>	<b>Resource Management and Problem Solving</b> 3 Prereq 6 hours of social science. Styles of managing material, human and environmental resources with families; <del>various approaches to problem solving with individuals and families.</del>	<b>Resource Management, Consumerism, and Problem Solving</b> 3 Prereq 6 hours of social science; <u>sophomore standing</u> . Styles of managing material, human and environmental resources with families; <u>analysis of consumer role; interaction of consumers, government, market: various approaches to problem solving with individuals and families; effects on communities, families, and individuals.</u>	<b>8-10</b>
<b>H D</b>	<b>340</b>	<b>Revise</b>	<b>Development in Context</b> 3 Prereq 6 hours in social sciences. In-depth study of contextual influences (i.e., culture, place, family, school) on early years of human development; application of multi-cultural	<b>Development in Context</b> 3 Prereq 6 hours in social sciences; <u>sophomore standing</u> . In-depth study of contextual influences (i.e., culture, place, family, school) on early years of human development; application	<b>8-10</b>

			perspectives/practices.	of multi-cultural perspectives/practices.	
<b>H D</b>	<b>341</b>	<b>Revise</b>	<b>Learning and Guidance in Early Childhood</b> 3 Prereq H D 101, 201, or 340; 3 additional hours of social science. Theories of child guidance; understanding of child behavior; strategies and techniques for effective group and individual guidance of young children.	<b>Learning and Guidance in Early Childhood</b> 3 Prereq H D 101, 201, or 340; 3 additional hours of social science; <u>sophomore standing</u> . Theories of child guidance; understanding of child behavior; strategies and techniques for effective group and individual guidance of young children.	<b>8-10</b>
<b>H D</b>	<b>342</b>	<b>Revise</b>	<b>Curriculum for Early Childhood Programs</b> 4 (3-3) Prereq H D 101, 201, or 340; 3 additional hours of social sciences; <del>Rec H D 341 or 345</del> . Planning and implementation of developmentally appropriate curriculum for use in programs serving young children.	<b>Curriculum for Early Childhood Programs</b> 4 (3-3) Prereq H D 201 or 340; <u>H D 341 or c//</u> ; 3 additional hours of social sciences; <u>sophomore standing</u> . Planning and implementation of developmentally appropriate curriculum for use in programs serving young children.	<b>8-10</b>
<b>H D</b>	<b>350</b>	<b>Revise</b>	<b>[S,D] Diversity in Contemporary Families</b> 3 Prereq 6 hours of social sciences. Preparation for students in human service professions to work with ethnic, cultural, economic, language, gender, religious and other types of diversity.	<b>[S,D] Diversity in Contemporary Families</b> 3 Prereq 6 hours of social sciences; <u>sophomore standing</u> . Preparation for students in human service professions to work with ethnic, cultural, economic, language, gender, religious and other types of diversity.	<b>8-10</b>
<b>H D</b>	<b>360</b>	<b>Revise</b>	<b>Death and Dying</b> 3 Prereq 6 hours of social sciences. Death and dying throughout life and in different contexts; manner of death, grief, and legal and ethical considerations.	<b>Death and Dying</b> 3 Prereq 6 hours of social sciences; <u>sophomore standing</u> . Death and dying throughout life and in different contexts; manner of death, grief, and legal and ethical considerations.	<b>8-10</b>
<b>H D</b>	<b>385</b>	<b>Revise</b>	<b>Perspectives in Human Services</b> 3 Prereq 6 hours of Anth, H D, Psych or Soc. In-depth study of human service practice, theoretical perspectives and strategies for delivery of appropriate services to diverse clientele.	<b>Perspectives in Human Services</b> 3 Prereq 6 hours of Anth, H D, Psych or Soc; <u>sophomore standing</u> . In-depth study of human service practice, theoretical perspectives and strategies for delivery of appropriate services to diverse clientele.	<b>8-10</b>
<b>H D</b>	<b>406</b>	<b>Revise</b>	<b>Work and Family</b> 3 Prereq 6 hours of social sciences. Issues related to work and family; workplace environments; fostering effective policy responses to family needs; role of work-family coordination. <del>Credit not granted for both H D 406</del>	<b>Work and Family</b> 3 Prereq 6 hours of social sciences; <u>junior standing</u> . Issues related to work and family; workplace environments; fostering effective policy responses to family needs; role of work-family coordination.	<b>8-10</b>

			and 506.		
H D	407	Revise	<b>Student Teaching for Family and Consumer Sciences V 4-16</b> Prereq T & L 415 or c//; make application and pay certification fees; complete all other coursework for degree and teacher certificate; receive fingerprinting clearance from Washington State Patrol, FBI, and Office of Professional Practices; maintain 2.5 gpa overall and in endorsement area and professional core courses. Placement by interview only. Supervised teaching in public schools, including seminars reflecting on effective teaching. S, F grading.	<b>Student Teaching for Family and Consumer Sciences V 4-16</b> Prereq T & L 415 or c//; <u>junior standing</u> ; make application and pay certification fees; complete all other coursework for degree and teacher certificate; receive fingerprinting clearance from Washington State Patrol, FBI, and Office of Professional Practices; maintain 2.5 gpa overall and in endorsement area and professional core courses. Placement by interview only <u>at an approved site</u> . Supervised teaching in public schools, including seminars reflecting on effective teaching. S, F grading.	8-10
H D	408	Revise	<b>Advanced Adolescent Development 3</b> Prereq 6 hours of social sciences. In-depth examination of theories and research; developmental issues and prevention and intervention programs for school-aged child and adolescent.	<b>Advanced Adolescent Development 3</b> Prereq 9 hours of social sciences; <u>junior standing</u> . In-depth examination of theories and research; developmental issues and prevention and intervention programs for school-aged child and adolescent.	8-10
H D	412	Revise	<b>Adult Development and Learning 3</b> Prereq 6 hours of social sciences. Understanding growth and change in adulthood with application of effective learning and teaching practices with adult populations.	<b>Adult Development and Learning 3</b> Prereq 9 hours of social sciences; <u>junior standing</u> . Understanding growth and change in adulthood with application of effective learning and teaching practices with adult populations.	8-10
H D	430	Revise	<b>Professional Skills 3</b> H-D-385; <del>junior standing</del> . Examination and development of skills important for effective professionals: communication, leadership, ethical behavior, cultural competence, grant writing, evaluation, and others.	<b>Professional Skills 3</b> Prereq 9 hours of social sciences; H D 385; <u>junior standing</u> . Examination and development of skills important for effective professionals: communication, leadership, ethical behavior, cultural competence, grant writing, evaluation, and others.	8-10
H D	446	Revise	<b>Practicum in Early Childhood Programs V 3</b> (0-9) to 6 (0-18) May be repeated for credit; cumulative maximum 12 hours. Prereq <del>H-D-341 or 345; HD-342; placement by interview only. Teaching in department's child development</del>	<b>Practicum in Early Childhood Programs V 3</b> (0-9) to 6 (0-18) May be repeated for credit; cumulative maximum 12 hours. Prereq <u>open only to H D majors or H D certificate students; H D 201 or 340; H D 341; HD 342; junior standing;</u>	8-10

			laboratory; emphasis on skill building in working with diverse groups and building partnerships with families.	receive fingerprinting clearance from Washington State Patrol (Pullman campus) or FBI (DDP); must have 2.5 gpa in H D coursework; placement by interview only at an approved site. Supervised teaching; emphasis on skill building in working with diverse groups of children and building partnerships with families.	
H D	449	Revise	<b>Seminar in Early Childhood Education</b> 3 Prereq <del>H D 203 or 340 and 3 hours of H D; Rec H D 341 and 342</del> . Identification and examination of current issues and trends in early childhood education with emphasis on child, family, and community concerns.	<b>Seminar in Early Childhood Education</b> 3 Prereq <u>9 hours of social sciences; H D 201 or 340; 3 additional hours of H D; junior standing; Rec H D 341 and 342</u> . Identification and examination of current issues and trends in early childhood education with emphasis on child, family, and community concerns.	8-10
H D	464	Revise	<b>Administration of Early Childhood Programs</b> 3 Prereq 6 hours of social sciences. Organization, administration, and management of early childhood programs; finance, program development, service delivery, personnel concerns, resource development, and evaluation.	<b>Administration of Early Childhood Programs</b> 3 Prereq <u>9 hours of social sciences; H D 201 or 340; junior standing</u> . Organization, administration, and management of early childhood programs; finance, program development, service delivery, personnel concerns, resource development, and evaluation.	8-10
H D	479	Revise	<b>Planning and Evaluation in Human Development</b> 3 Prereq 9 hours of H D. Design, implementation and evaluation of community/school programs; needs assessment; appropriate curriculum resource identification; outcomes development; includes individual and program evaluation.	<b>Planning and Evaluation in Human Development</b> 3 Prereq <u>9 hours of H D; sophomore standing</u> . Design, implementation and evaluation of community/school programs; needs assessment; appropriate curriculum resource identification; outcomes development; includes individual and program evaluation.	8-10
H D	480	Revise	<b>Instructional Strategies in Human Development</b> 3 Prereq 9 hours of H D. Identification and use of instructional strategies; evaluation of strategies to determine appropriate use and effectiveness with a variety of learners.	<b>Instructional Strategies in Human Development</b> 3 Prereq <u>9 hours of H D; sophomore standing</u> . Identification and use of instructional strategies; evaluation of strategies to determine appropriate use and effectiveness with a variety of learners.	8-10

<b>H D</b>	<b>482</b>	<b>Revise</b>	<b>[M] Child Assessment and Evaluation 3</b> Prereq <b>H D 201</b> ; 6 additional hours in <b>H D</b> . Understanding aspects of assessment and evaluation of young children; selection, administration, summary development, ethics and professional responsibilities, evaluation and follow-up.	<b>[M] Child Assessment and Evaluation 3</b> Prereq <b>H D 201</b> or <b>340</b> ; 6 additional hours in <b>H D</b> ; <u>junior standing</u> . Understanding aspects of assessment and evaluation of young children; selection, administration, summary development, ethics and professional responsibilities, evaluation and follow-up.	<b>8-10</b>
<b>H D</b>	<b>485</b>	<b>Revise</b>	<b>Participation in Human Development Research V 1 (0-3) to 3 (0-9)</b> May be repeated for credit; cumulative maximum 6 hours. <del>Prereq 6 hours of social sciences.</del> Supervised participation in faculty research including data collection, analysis, literature review, preparation of findings. S, F grading.	<b>Participation in Human Development Research V 1 (0-3) to 3 (0-9)</b> May be repeated for credit; cumulative maximum 6 hours. <u>Prereq placement by interview only.</u> Supervised participation in faculty research including data collection, analysis, literature review, preparation of findings. S, F grading.	<b>8-10</b>
<b>H D</b>	<b>486</b>	<b>Revise</b>	<b>Special Topics in Human Development: Study Abroad V 1-15</b> May be repeated for credit; cumulative maximum 15 hours. Prereq 6 hours of social sciences. S, F grading.	<b>Special Topics in Human Development: Study Abroad V 1-15</b> May be repeated for credit; cumulative maximum 15 hours. Prereq 6 hours of social sciences; <u>sophomore standing</u> . S, F grading.	<b>8-10</b>
<b>H D</b>	<b>487</b>	<b>Revise</b>	<b>Special Topics in Human Development V 1-3</b> May be repeated for credit; cumulative maximum 6 hours. Prereq 6 hours of social sciences. Assessment and evaluation of families and children.	<b>Special Topics in Human Development V 1-3</b> May be repeated for credit; cumulative maximum 6 hours. Prereq 6 hours of social sciences; <u>sophomore standing</u> . Assessment and evaluation of families and children.	<b>8-10</b>
<b>H D</b>	<b>495</b>	<b>Revise</b>	<b>Instructional Practicum V 1-4</b> May be repeated for credit; cumulative maximum 4 hours. <del>Prereq H D 497.</del> Opportunity to assist with instruction; experience in further study of topic, organization of material, grading, management of resources. S, F grading.	<b>Instructional Practicum V 1-4</b> May be repeated for credit; cumulative maximum 4 hours. <u>Prereq placement by interview only.</u> Opportunity to assist with instruction; experience in further study of topic, organization of material, grading, management of resources. S, F grading.	<b>8-10</b>
<b>H D</b>	<b>497</b>	<b>Revise</b>	<b>Professional Preparation 2</b> Prereq 12 hours in <b>H D</b> . Educational knowledge and personal skills/abilities matched to careers; expanded knowledge of human development professions; professional self-presentation;	<b>Professional Preparation 2</b> Prereq 12 hours in <b>H D</b> ; <u>open only to H D Majors or H D certificate students who have earned at least 12 credits toward an H D certificate</u> ; <u>junior standing</u> . Educational knowledge and personal skills/abilities matched	<b>8-10</b>

			professional/ethical conduct.	to careers; expanded knowledge of human development professions; professional self-presentation; professional/ethical conduct.	
<b>H D</b>	<b>498</b>	<b>Revise</b>	<b>Field Placement V 1</b> (0-3) to 8 (0-24) May be repeated for credit; cumulative maximum 8 hours. Prereq <del>H D 385 or 497</del> . Self-initiated, supervised work experience with appropriate private organizations, businesses, or government agencies; interaction with professionals in related fields.	<b>Field Placement V 1</b> (0-3) to 8 (0-24) May be repeated for credit; cumulative maximum 8 hours. Prereq <u>H D 385 (Vancouver students only) or H D 497; open only to H D majors, or H D certificate students who have earned at least 12 credits toward an H D certificate; junior standing; receive fingerprinting clearance from Washington State Patrol (Pullman campus) or FBI (DDP); must have 2.5 gpa in HD coursework. Placement by interview only at an approved site.</u> Self-initiated, supervised work experience with appropriate private organizations, businesses, or government agencies; interaction with professionals in related fields.	<b>8-10</b>
<b>H D</b>	<b>499</b>	<b>Revise</b>	<b>Special Problems V 1</b> (0-3) to 4 (0-12) May be repeated for credit. Prereq by interview only. S, F grading.	<b>Special Problems V 1</b> (0-3) to 4 (0-12) May be repeated for credit. Prereq <u>placement</u> by interview only. S, F grading.	<b>8-10</b>
<b>M E</b>	<b>212</b>		<b>Dynamics 3</b> Prereq <del>C E 211</del> . Kinematics and kinetics of particles and rigid bodies; introduction to mechanical vibration. Cooperative course taught jointly by WSU and UI (ENGR 220).	<b>Dynamics 3</b> Prereq <u>Math 172 with a grade of C or better; C E 211 with a grade C or better.</u> Kinematics and kinetics of particles and rigid bodies; introduction to mechanical vibration. Cooperative course taught jointly by WSU and UI (ENGR 220).	<b>8-10</b>
<b>MBioS</b>	<b>501</b>	<b>Revise</b>	<b>Cell Biology 3</b> Prereq MBioS 301, 303, or graduate standing. Graduate-level counterpart of MBioS 401; additional requirements. Credit not granted for both MBioS 401 and 501. Cooperative course taught by WSU, open to UI students (GENET550).	<b>Cell Biology 3</b> Prereq MBioS 301, 303, or graduate standing. Graduate-level counterpart of MBioS 401; additional requirements; <u>c// with MBioS 529 highly recommended.</u> Credit not granted for both MBioS 401 and 501. Cooperative course taught by WSU, open to UI students (GENET550).	<b>1-11</b>
<b>MBioS</b>	<b>540</b>	<b>Revise</b>	<b>Immunology 3</b> Prereq MBioS 302; organic chemistry or graduate standing. Graduate-level counterpart of MBioS 440; additional requirements. Credit not granted for	<b>Immunology 3</b> Prereq MBioS 302; organic chemistry or graduate standing. Graduate-level counterpart of MBioS 440; additional requirements; <u>c// with MBioS 548</u>	<b>1-11</b>



			both MBioS 440 and 540. Cooperative course taught by WSU, open to UI students (MMBB 512).	<u>highly recommended</u> . Credit not granted for both MBioS 440 and 540. Cooperative course taught by WSU, open to UI students (MMBB 512).	
MBioS	542	Revise	<b>General Virology</b> 3 Prereq MBioS 301, 303 or c//; organic chemistry or graduate standing. Graduate-level counterpart of MBioS 442; additional requirements. Credit not granted for both MBioS 442 and 542.	<b>General Virology</b> 3 Prereq MBioS 301, 303 or c//; organic chemistry or graduate standing. Graduate-level counterpart of MBioS 442; additional requirements; <u>c// with MBioS 548 highly recommended</u> . Credit not granted for both MBioS 442 and 542.	1-11
Sp Ed	594	Revise	<del><b>Research-Based Prevention and Intervention Practices for Students with Social and Behavioral Problems</b></del> 3 Prereq doctoral student. <del>Foundations in developmental theory and the research needed to understand typical and atypical social development.</del>	<b><u>Prevention and Intervention for Emotional and Behavioral Disorders (EBD)</u></b> 3 Prereq doctoral student <u>or by permission of instructor</u> . <u>Cross-disciplinary perspectives on preventing mental, emotional, and behavioral disorders; analysis of evidence-based practices, research to practice gap, implementation and sustainability.</u>	8-10
T & L	528	Revise	<del><b>Content Area Reading Instruction: Theory and Practice</b></del> 3 For teachers, supervisors, and administrators in elementary, middle, and secondary schools; influence of research on the design of reading strategies.	<b><u>Literacy within the Disciplines</u></b> 3 Explores literacy research and practices that enhance the learning of various disciplines taught in K-12 settings.	8-10
V E	422	Revise	<b>Sensory Evaluation of Food and Wine</b> 3 Prereq Stat 212. Same as FS 422.	<b>Sensory Evaluation of Food and Wine</b> 3 Prereq Stat 212; <u>FS 110 or V E 113; or by permission</u> . Same as FS 422.	1-11