DISABILITY STUDIES MINOR
The undergraduate minor in Disability Studies examines disability issues from multiple lenses such as the nature, meanings, and consequences of disability from interrelated social, historical, cultural, and political perspectives. Social sciences perspectives center upon issues of equal rights, social justice, access to education, supports and services, health care, and policy issues affecting the lives of people with disabilities. Humanities perspectives allow students to consider equally pressing issues of identity, normalcy, and culture, as well as engage critically with foundational and ethical frameworks of autonomy, oppression, and discrimination. Health sciences perspectives acknowledge the important relationship between the origins of physical, cognitive or sensory impairment and the unique personal experience of impairment as crucial to understanding disability.

More information available: from the Disability Studies faculty, or the program Website: http://www.uwyo.edu/wind/disabilitystudies/requirements.html

Required:

**WIND 2100**  
*Introduction to Disability Studies*  
Provides students with an overview of the disability studies field. Students gain introductory knowledge about the disability studies perspective by examining the work of scholars from many academic backgrounds, which will facilitate students' understanding of the interdisciplinary nature of disability studies.  
*Prerequisites:* none.

**WIND 4020**  
*Disability Studies Theory & Practice. 3. [CS<>{none}]*  
Explores the interdisciplinary nature of disability studies, which investigates the embodied experience of disability as well as culturally constructed meanings and belief systems that function to stigmatize, oppress, liberate, or otherwise impact people living with illness and disability. Students will develop interdisciplinary research questions, paying particular attention to sociological realities. Dual listed with WIND 5020; cross listed with SOWK 4020.  
*Prerequisite:* WIND 2100 or WB.

**WIND 4500**  
*Disability Studies Practicum. 3.*  
Provides students practical experience in the field of Disability. Typically taken during a student's final semester in the Disability Studies Minor.  
*Prerequisites:* completion of WIND 2100, and WIND elective, WIND 4020 (or concurrent enrollment)

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1 Listed in this document are only some of the many minors and electives possible.
Choose one WIND Elective (3 credit):

WIND 2700  Gender and Disability. 3. [D<>H]
Disability studies draws upon critical theory to investigate disability as a discursive construction. Investigates how intersecting conceptions of disability and gender have shaped cultural meanings and the social positioning of specific groups, especially women with disabilities. Topics include non-normative embodiment, issues of representation and subjectivity, and the politics of health, sexuality, and care. Cross listed with WMST 2700.

WIND 2500  Topics in Disability Studies. 1-3 (Max.6.). (Lower division).
Provides students with the opportunity to gain introductory knowledge by examining various topics in the field of Disability Studies. 
Prerequisite: consent of instructor

WIND 3160  Disability Civil Rights Movements. 3.
Provides a review and analysis of the various disability rights movements in the US and the social changes that have resulted from these movements. This includes the early roots following the French Revolution through the protest era of the 1960s to present efforts to change federal policy. 
Prerequisite: past or concurrent enrollment in SOC 100 or WIND 2100

WIND 4050  Independent Study. 1-3 (Max. 6.)
Offers the advanced student the opportunity to pursue a topic of interest with the direction of an instructor in disability studies. Dual listed with WIND 5050. 
Prerequisites: WB and consent of instructor.

WIND 4990  Topics in Disability Studies. 1-3 (Max. 12). (Upper division)
Provides upper division/graduate students with the opportunity for critical analysis and in-depth examination of various topics in the field of Disability Studies. 
Prerequisites: Junior standing and consent of instructor.

Choose Two Electives (6 credits): On Website
http://www.uwyo.edu/wind/disabilitystudies/requirements.html

EARLY CHILDHOOD EDUCATION MINOR
The minor consists of 22 credit hours including 9 hours of upper division credit. Of those 22 hours, students may include a maximum of 7 hours of early childhood course work that counts for both major and minor requirements.

More information available from the Early Childhood Education faculty, or the minor program website:
http://www.uwyo.edu/ted/majors-and-program-sheets/ECE.pdf

Required:

EDEC 1020  Intro to Early Childhood Education. 3.
Introduces students to the field of early childhood education through lecture, discussion, observation and participation. The student will be exposed to different programs currently
in operation in the community and region. Special emphasis will be placed on evaluating early childhood education as a career.

**Choose one:**

**FCSC 2121**  
**Child Development. 4. [CS<>{non}]**  
Incorporates classroom instruction with laboratory application of child development research and theory in physical, intellectual and social/emotional domains. Emphasizes early childhood years. *Prerequisite:* sophomore standing.  
*Prerequisite:* sophomore standing.

**PSYC 2300**  
**Developmental Psychology. 3. & FCSC 2122: Child Development Lab. 1.**  
Explores development and behavior of children from conception to adolescence, emphasizing major roles played by maturation and learning. Acquaints students with the area of child study in terms of research findings, theories of child development and present problems.  
*Prerequisite:* PSYC 1000. (Normally offered spring semester)

**Required:**

**EDEC 2000**  
**Engaging Families in Early Childhood Setting. 3.**  
Focus on the philosophical, psychological, and sociocultural aspects of working with families and children in early childhood educational, home, and community settings.

**EDEC 3000**  
**Observing Young Children. 2.**  
The general goal of the course is to introduce students to observation and recording techniques appropriate for assessing the growth and development of young children in the school setting. A secondary goal is to understand how observation and recording techniques can facilitate curriculum planning and parent-teacher conferences.  
*Prerequisites:* EDEC 1020 and FCSC 2121

**EDEC 3220**  
**[EDCI 3220] School Programs for Young Children. 3.**  
Describes, identifies and examines programs and best practices of teaching young children in school settings. Lecture and discussion are supported by a two hour practicum in an early childhood school setting.  
*Prerequisites:* EDEC 1020 and FCSC 2121.

**EDEC 4320**  
**[EDCI 4320] Oral & Written Language Acquisition 3.**  
Introduces the student to the nature of language development as it pertains to oral and written communication in education. Recent research in the areas of oral and written language acquisition is compared and contrasted. Implications for facilitating the development of all language modes in educational settings is emphasized.  
*Prerequisites:* EDST 2480 or equivalent, junior standing and declared Elementary Education or Family and Consumer Sciences major.

**Choose One Elective: On Early Childhood Education Minor website**
LITERACY MINOR
The Minor in Elementary Literacy Education targets students interested in developing expertise in teaching literacy in the elementary school. Declaring a minor in Elementary Literacy Education enables students to add an additional focus to an Elementary Education major. Literacy represents a central area of instruction in elementary schools. Through the minor program, students will acquire advanced knowledge and skills related to teaching reading and writing and thus will be well prepared to compete for and excel in teaching positions in elementary schools in Wyoming and elsewhere.

More information available from Dr. Amy Spiker, aspiker@uwyo.edu, or Dr. Patrick Manyak, pmanyak@uwyo.edu. You can also contact any of the Literacy faculty (http://www.uwyo.edu/education/lrcc/faculty-staff/) for guidance in minor advising.

Note: for Com Dis students wishing to take courses as electives, the Children’s Literature/Young Adult Literature prerequisite can be waived by contacting the Elementary & Early Childhood Education Assistant Department Head or Department Head (contact the program’s main office).

Required:

EDEL 2140 Teaching Literacy in the Elementary School. 3.
Provides an acquaintance with basic assumptions underlying curriculum and processes in literacy and to give opportunity for selecting and using instructional materials.
Prerequisites: ENGL 101, sophomore standing, admitted into Elementary Education program.

EDEL 3720 Literacy Difficulties: Assessment and Instruction. 3.
Focuses on the causes of student difficulties with reading and writing and assessment and instruction for students with such difficulties.
Prerequisite: EDEL 2140.

EDEL 3710 Disciplinary Genre-based Literacy
Introduction to instruction in genre-specific and disciplinary appropriate literacy practices, with a focus on characteristics of a variety of genres and disciplines and how those characteristics inform appropriate comprehension instruction.
Prerequisite: EDEL 2140

EDEL 4309 Elementary Literacy Education. 2-6 (Max 6). [WC<>{none}]
Includes content and pedagogy in teaching math/science in the elementary school. Addresses the following themes: curriculum; theory translated into instructional planning and practice; practices that promote effective learning; behavior and relationships; and teaching strategies.
Prerequisites: 2.75 cumulative GPA; 2.5 content GPA; grade of C or better in EDST 3000; successful completion of specific content courses required in major; grade of C or better in EDST 3550; concurrent enrollment in EDEL 4109 and EDEL 4309. (Offered each semester)

ELECTIVES: Chose 6 credits from the list below.
See university catalog for descriptions
EDCI 4140/5140: Storytelling. 3. (Prerequisite: junior standing)

EDCI 4160/5160: Recent Trends in Children’s Literature. 3.

EDEC 4320 [EDCI 4320]: Oral and Written Language Acquisition. 3. (Prerequisite: junior standing)

EDCI 4760/5760: Linguistics, Sociolinguistics & Social Literacies for Teachers (Prerequisite: EDST 2480 and junior standing)

EDEL 2280: Literature for Children. 3

EDCI 4120: Literature for Young Adults. 3

EDCI 4350: Introduction to Second Language Acquisition. 3

EDEL 2275: Literature for Young Children. 3

**OTHER ELECTIVES**

*Biological*

PSYC 2080 **Biological Psychology.** 3.
Introduces biological bases of behavior. Includes ethology and comparative behavior, psychobiological development, physiological and sensory mechanisms of behavior, and evolution and behavioral genetics. Presents basic structural and functional properties of the nervous system.

*Prerequisites:* PSYC 1000 and general (biology) LIFEogy. (Normally offered fall semester)

ZOO 3115 **Human Systems Physiology.** 4.
Covers the fundamental function(s) of the human body systems, from cells and tissues through organs and systems, focusing also on biological communication and homeostasis. Students learn how to interpret physiological data. Includes laboratory and tutorial sessions. Fulfills degree requirement in physiology subsection for zoology major. Cross listed with KIN 3115.

*Prerequisites:* At least ((C in CHEM 1020 or CHEM 1050) or B in CHEM 1000) and C in LIFE 1010.

LIFE 2050 **Biology of Aging and Human Development.** 3.
Reviews cellular, physiological, endocrine, anatomical and nutritional aspects to aging. Format relates topics, such as exercise, nutrition and evolution, to aging. Students gain insight to problems related to research in aging and its potential impact on society. Uses videotaped lectures from field experts.

*Prerequisite:* LIFE 1010. (Normally offered spring semester)

NURS 2110 **Fundamentals of Aging and Human Development.** 3.
Discusses aging as lifelong process, involving interrelationships of the individual and his or her environment. Includes future demographic trends, family health care, social policy and mass media. (Normally offered fall semester)
Social/Linguistic

SPPA 4130  **Advanced ASL. 4.**  
Third level of ASL comprehension and expression. Addresses increased fluency in ASL; register variation for different conversational participants; and specialized vocabulary, including sexuality and religion. Translation from English to ASL is addressed.  
*Prerequisite:* SPPA 2120

SPPA 4070  **Deaf Studies. 3. [CS,D<>{none}]**  
Studies deaf culture and deaf history in the United States. Culture topics will include deaf community dynamics, humor, behavior, emotional and social interaction, besides issues involving deaf children as a linguistic minority. History will be discussed from the 1700s to the present in the U.S.  
*Prerequisite:* SPPA 2110.

ENGL 4750  **[3750]. Fundamentals of Linguistics. 3.**  
An introduction to fundamentals of linguistic study, including phonology, morphology, semantics, pragmatics, and syntax, with a focus on the application of linguistic theory.  
*Cross listed* with LANG 4750.  
*Prerequisite:* 8 hours of foreign language.

EDCI 4350  **Introduction to Second Language Acquisition. 3.**  
Addresses theoretical and conceptual foundations of working with second language learners. Focus is on the classroom applications of this theoretical base to interactions with English language learners, curriculum, instruction, assessment and evaluation, classroom organization, and school-community relations. Native American language revitalization issues are featured. Dual listed with EDCI 5350.

EDCI 4140  **4140 [LIBS 4140]. Storytelling. 2.**  
An investigation of storytelling as an art and as an aid to instruction. Emphasis is on literature for preschool and elementary age children. Dual listed with EDCI 5140.  
*Prerequisite:* junior standing or EDCI 4120 is recommended. (Offered based on sufficient demand and resources)

Developmental

PSYC 3120  **[4120]. Cognitive Psychology. 3.**  
Deals with higher mental processes that are primarily unique to human beings from theoretical and research orientations. Emphasizes interrelationships between various cognitive processes and continuity of those processes with perceptual and non-cognitive activities. Discusses how information is processed and remembered.  
*Prerequisite:* 6 hours in psychology, including PSYC 1000. (Offered spring semester)

PSYC 2220  **[2200]. Infant Development. 3.**  
Examines aspects of development of the human organism in the first three years of life. Examines theories, research and issues relating to infant development. Includes motor, perceptual, physical, cognitive, emotional and social development.  
*Prerequisite:* PSYC 1000.
PSYC 4150  **Cognitive Development. 3.**  
Examines cognitive development from infancy to adolescence. Explores, through lecture, discussion and projects, major theories and current empirical research on cognitive development, as well as implications for social and educational policies concerning children.  
*Prerequisite:* 9 hours in psychology, including child psychology course.

FCSC 3119  **[4119]. Parent-Child Relationships. 3.**  
Research and theory related to the processes of the parent-child relationship across the lifespan. Emphasizes developmental and family theory, contexts that influence parent-child relationships and application to professional practice.  
*Prerequisites:* FCSC 2121 or PSYC 1000 or EDST 2450; junior standing. (Offered fall semester)

FCSC 3122  **[4122]. Adolescence. 3.**  
Studies biological, cognitive, social/emotional development and adjustment within the adolescent and emerging adulthood years. Emphasis on the importance of theoretically grounded research and the integration of theory, research, and practice during adolescence.  
*Prerequisites:* PSYC 2300 or EDST 2450 or FCSC 2110 or FCSC 2121.

FCSC 3220  **Multicultural Influences on Children and Families. 3. [CS, D<>H]**  
Designed to enrich students' understanding of the cultural contexts of children and families. Issues to be explored include cultural values, learning styles, acquisition of concepts of race and ethnicity, bi-lingualism, the theory of bicultural/bicognitive development, and effective communication and problem-solving strategies that apply in multiple professional settings.  
*Prerequisites:* PSYC 1000, FCSC 2121, PSYC 2300 or FCSC2131; and junior standing.

EDEC 4320  **[EDCI 4320]. Oral and Written Language Acquisition. 3.**  
Introduces the student to the nature of language development as it pertains to oral and written communication in education. Recent research in the areas of oral and written language acquisition is compared and contrasted. Implications for facilitating the development of all language modes in educational settings is emphasized.  
*Prerequisites:* EDST 2480 or equivalent, junior standing and declared Elementary Education or Family and Consumer Sciences major.

**Atypical**

PSYC 4310  **Developmental Psychopathology. 3.**  
Provides basic understanding of developmental psychopathology. Examines characteristics, etiology, assessment and treatment of psychological disorders in children including autism, mental retardation, anxiety, depression, attention, learning, and conduct problems.  
*Prerequisites:* PSYC 1000 and PSYC 2300 or FCSC 2121 or EDST 2450
PSYC 4320  **Intellectual Disability. 3.**  
Acquaints students with all aspects of intellectual disability including assessment, diagnosis and classification, etiology, and associated health and mental health difficulties. Prevention, educational and psychological intervention, family adaptation, and community involvement are also addressed.  
*Prerequisites:* PSYC 1000 and PSYC 2300 or EDST 2450.

CNSL 4520  **Fundamentals of Counseling (B) 3.**  
Students learn some of the skills of counseling and develop an understanding of elementary principles of counseling theory, as well as a better understanding of themselves in relation to other people. Dual listed with CNSL 5520.  
*Prerequisites:* junior standing; 6 hours of education or psychology and graduate standing to receive graduate credit. (Offered on campus and online each semester)

WIND 2100  **Introduction to Disability Studies. 3. [CH,D<>H]**  
Provides students with an overview of the disability studies field. Students gain introductory knowledge about the disability studies perspective by examining the work of scholars from many academic backgrounds, which will facilitate students’ understanding of the interdisciplinary nature of disability studies.  
*Prerequisites:* none.