

Sample  
Chapter  
**INSIDE!**

# College Connections

## *5 Steps To Forecasting Your Educational Future*

*Students will understand the options,  
opportunities and benefits  
of attending college*



STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

# Welcome

Welcome to our College Connections Program. Research tells us that 80% of eighth grade students consider obtaining a college degree an important goal and value. However, by the time these students reach their senior year in high school, many of them still have not been introduced to what college life is all about and what it takes to succeed. Our College Connections program is designed to reach middle and high school students and help them prepare for the challenge of choosing the right college and the right course of study.

College Connections was developed by our staff over years of working in the New York City public schools. Students, teachers, college advisors and parents have contributed invaluable insights based on their own experiences.

At Creative Connections, our mission and driving passion are to prepare students for the educational and career challenges of the 21st Century. We hope you and your students enjoy the lessons and activities in the College Connections curriculum and find them helpful in demystifying the college experience. We would love to hear what you think. Please feel free to contact us with your suggestions or comments.

Earl Hagan  
[www.CreativeC.org](http://www.CreativeC.org)

## Facilitator Guidelines

Each of the lessons in the manual is set up to be as easy to follow as possible. Below is a key and a description of the terms used in every lesson.



### Lesson Summary

This box includes information-at-a-glance on skills, standards, time frame for activity, objectives, summary, materials needed, handouts included and any extra preparation required before the class begins.



### Time

Many of the lessons take more than one class period depending on a variety of different elements. Read lessons closely and then make decisions based on your assessment of the class and the activity.



## College Terminology

After the Lesson Summary are some key terms used in the lesson which are a part of college life. It is suggested that before each class the terms and definitions are written on the board so they may be referred to throughout the lesson.



## Introduction

Each lesson starts with a scripted introduction that facilitators can read or paraphrase for the students. These introductions serve to link lessons to one another and to set the context and engage the class in the upcoming activity.



## Lesson Procedure

This is the main activity described in a step by step process. Sometimes there are several parts in the activity and sometimes only one part.



## Reflection

Each session is structured with time to reflect. It is often tempting to spend most of the time in the activity and skimp on reflection. The reflection questions give the students an opportunity to make sense of and process their experience of the activity. This is also an opportunity for the facilitator to assess what has been learned. Make sure to budget your time for ten to fifteen minutes of reflection each session.



## College Tip Of The Day

These are included at the end of every lesson as a way for the facilitator to offer insights into the college experience and stretch students' knowledge beyond the lesson and the classroom. The facilitator can decide how the information in this section will be presented.



## Handouts, Reference Sheets

Most lessons include handouts, reference sheets, resumé drafts, etc. The students can use completed ones to build a portfolio of their work. These portfolios can be kept with the students or kept in the classroom.

# 5 STEPS

FORECASTING YOUR EDUCATIONAL FUTURE

1

COLLEGE ASPIRATIONS



2

DEFINING COLLEGE



3

IMAGINING THE FUTURE



4

PLANNING FOR SUCCESS



5

PUTTING IT ALL TOGETHER



# College Connections Teacher Checklist

## Step 1 College Aspirations

*Students will develop their aspirations and explore different aspects of college.*

- Groups create Aspirations mural for room.
- Students will collect information about different colleges at a college fair.
- Students will understand the financial and career benefits of earning a college degree.

## Step 2 Defining College

*Students will learn more about college terms and options available after high school.*

- Students will match new college vocabulary with correct definitions and then create a poem or rap using the new terms.
- Students will identify options available after high school in the form of a game show.

## Step 3 Imagining The Future

*Students will visit and become more comfortable on a college campus.*

- Students will take photos of different settings and situations on a college campus in order to create a magazine.
- Students will read case studies about aspects of life on college campuses and discuss the characters' options.

## Step 4 Planning For Success

*Students will go through college and admissions planning.*

- Students will create an inventory of their interests and abilities and relate it to college.
- Students will put together a sample course schedule for a case study student.
- Students will generate open-ended questions to ask a guest speaker.

## Step 5 Putting It All Together

*Students will put together all their studies so far related to college and admissions planning and begin discussion about the importance of a strong support network.*

- Students will play a game that requires them to ask questions while on a visit to a college campus.
- Students will do creative work (drawing and matching) in groups and then alone to create a timeline for tasks related to college admission.
- Students will play a game to learn how to use a support network that helps them achieve educational goals.

# Common Core State Standards:

Each of *College Connections* activities align with **Common Core State Standards (CCSC)** and directly aligns with work expectations and creating career ready students. Each lesson includes the CCSC codes that correspond with the lesson activities. Below is a brief description of the standards:

## **Common Core State Standards for English Language Arts**

### **SL.1 Speaking and Listening: Comprehension and Collaboration**

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly.

### **SL.2**

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

### **SL.4 Speaking & Listening: Presentation of Knowledge and Ideas**

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### **SL.6**

- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **L.1 Language: Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **L.3 Language: Knowledge of Language**

- Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.

### **L.6 Language: Vocabulary Acquisition and Use**

- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

**RI.1 Reading for Information: Key Ideas and Details**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RI.1a Reading for Information: Key Ideas and Details**

- Develop factual, interpretive and evaluative questions for further topic exploration.

**RI.7 Reading for Information: Integration of Knowledge and Ideas**

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**W.4 Writing: Production and Distribution of Writing**

- Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.

**W.4a Writing: Production and Distribution of Writing**

- Produce text (print or non-print) that explores a variety of cultures and perspectives.

**W.7a Writing: Production and Distribution of Writing**

- Explore topics dealing with different cultures and world viewpoints.

**W.9 Writing: Production and Distribution of Writing**

- Draw evidence from literary or informational texts to support analysis, reflection and research.

**W.10 Writing: Production and Distribution of Writing**

- Write routinely over shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**Common Core State Standards for Mathematics**

**7.SP.1 Statistics and Probability**

- Use random sampling to draw inferences about a population. (grade 7)

# College Connections

## 5 Steps To Forecasting Your Educational Future

### Program Mission

Students will understand the options, opportunities and benefits of attending college.

### Program Goals

- Students will understand the importance of aspirations and create a plan for their future.
- Students will learn how to access college resources.
- Students will understand the importance of aspirations.
- Students will learn about different options for after high school.
- Students will learn their strengths and challenges.
- Students will understand more about college life.
- Students will learn the benefits of attending college.

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HERE!**





# Planning For Success





*“ We are what we repeatedly  
do. Excellence, then, is not an act  
but a habit. ”*

*– Aristotle*

# 10. Plan for Success



## lesson summary

<p><b>CCSS:</b> Lesson directly aligns with work expectations and creating career-ready students: L.3, L.6, RI.1</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Problem-solving</li> <li>• Organization</li> <li>• Decision-making</li> </ul> <p><b>Time:</b> 50 Minutes</p>	<p><b>Objective:</b> Students will design sample college course schedules.</p> <p><b>Summary:</b> Working in pairs, students will put together a sample course schedule for a case study student.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Pens/pencils</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>• Greenbriar State College Class Catalogue</li> <li>• Class Plan</li> <li>• Student profiles</li> </ul>
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## college terminology

Course	Education imparted in a series of lessons or class meetings usually defined in a certain time frame.
Class (or course) Catalog	A listing of the courses offered by a college or university.
Case Study	An in-depth study of one person.



## introduction

We have spoken about our interests, abilities and aspirations. While you are in middle or high school, you are basically given a class schedule. In some cases you can choose a few classes of your own called “electives”. You can also look for programs after school or on weekends that focus on your interests, abilities and aspirations, such as music or dance or babysitting. Today we are going to create class schedules for some college students based on their interests, abilities and aspirations.



## lesson procedure

- 1 Divide class into pairs.
- 2 Give each pair one of the Student Profiles to read through.
- 3 Hand 1-2 of the fictional Greenbriar State College Class Catalogue handouts to each group and ask them to look through them with their partner.
- 4 Distribute a Class Plan worksheet to each group to complete once they have looked through the Greenbriar State College Class Catalogue handouts.
- 5 Instruct the pairs to design a class schedule using the Greenbriar State College Class Catalogues based on the Student Profile they received.
- 6 Distribute another blank Class Plan worksheet to each person.
- 7 Have each pair present their Class Plan to the group.
- 8 Now ask them to think about their own interests and abilities and which classes they might be interested in signing up for. Remind them that on average they need 15 credits each semester and that each class is worth 3 credits.
- 9 Remind the class that they can get help from their partners.
- 10 Ask for students to share their plans.



## reflection

- ★ ***What was the easiest/hardest part of creating the Class Plans?***
- ★ ***Were there any classes you would have liked to have scheduled that overlapped with others? What compromises did you make?***
- ★ ***Did the dates or times influence you in your decisions to take certain classes? Which factors influenced your decision most?***
- ★ ***Could you imagine yourself doing this for high school?***
- ★ ***What other kinds of topics would you be interested in?***
- ★ ***What might you do if a class is full and there are no more spots?***



## college tip of the day

The scholarship and financial aid game is highly misunderstood by many high school students and high school guidance counselors often lack the time to fully investigate scholarship opportunities and inform students about them. The truth is that with proper advice and strategies, private scholarships are very much

within the grasp of high school students who possess talent and ability in almost any given field. Thousands of students like you compete and win. You do not necessarily have to be a valedictorian or genius to get them. Start looking on the web, in books or talk with people in your community to learn about the possibilities.

# Class Plan

Name: \_\_\_\_\_ Major (Area of Interest): \_\_\_\_\_

Semester: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Mondays</b>	<b>Tuesdays</b>	<b>Wednesdays</b>	<b>Thursdays</b>	<b>Fridays</b>	<b>Saturdays</b>	<b>Sundays</b>
<b>8:00am</b>							
<b>9:00am</b>							
<b>10:00am</b>							
<b>11:00am</b>							
<b>12:00pm</b>							
<b>1:00pm</b>							
<b>2:00pm</b>							
<b>3:00pm</b>							
<b>4:00pm</b>							
<b>5:00pm</b>							
<b>6:00pm</b>							
<b>7:00pm</b>							
<b>8:00pm</b>							

# Student Profiles

Zamani has always been interested in Criminal Justice. His dad is a police officer but Zamani feels he can make the most difference by working in the court system. He is just not sure yet in what career, exactly. He is dedicated and good at seeing tasks through to completion. He needs to work to help pay for his college books, food and spending money. He works at a store near campus every day from 4 p.m. until 8 p.m. and all day on Saturday. He needs to take 15 credits each semester for the State to keep up his financial aid packages. If he slips below 12 credits, they will not pay for his school. He also likes to play music with his friends late on Thursday nights after work. He needs a class schedule that will take all of these things into consideration.

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Angela is not completely ready to choose her future career but she is interested in something involving Health and Business. She might want to work in a hospital at some point. She has a cousin who loves her job as a hospital administrator. Angela also might want to work for a health insurance company or a doctor's office. She is very organized and concerned about people. She has a work-study job at the campus health clinic right now, Monday through Wednesday mornings until 11 a.m. She is in a sorority and all their meetings are on Wednesday nights at 6 p.m. She also takes the bus back to the city on weekends to take care of her grandmother so her mom can have a break. She needs to take 15 credits each semester for the State to keep up her financial aid packages. If she slips below 12 credits they will not pay for her school. She needs a class schedule that will take all of these things into consideration.

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Juan is a very talented artist. He is confident that he will be a professional artist, no matter what the future holds. He wants to get a broad range of visual arts experience at college so he can find his niche. He is obsessive and can get very wrapped up in every class and every project he works on. He regularly spends more than 4 hours a night on his art class assignments. He is not a morning person. He intends to make sure he is not a starving artist so he also wants to learn something about finances while he is still in college. He needs to take 15 credits each semester in order for the State to keep up his financial aid packages. If he slips below 12 credits, they will not pay for his school. He needs a class schedule that will take all of these things into consideration.

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Anna has always wanted to be a pediatrician. She is looking to go to medical school after she finishes her undergraduate work. She loves kids and babysits Wednesdays through Fridays from 1 p.m. to 6 p.m. This money helps her pay for food and books. She is a very committed student and realizes how much her family is sacrificing in order for her to go to school. She also volunteers at a local health clinic on Saturday afternoons. She needs to take 15 credits each semester for the State to keep up her financial aid packages. If she slips below 12 credits they will not pay for her school. She needs a class schedule that will take all of these things into consideration.

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Chris is a great listener. All of his friends come to him regularly to tell him their problems. He wants to turn this talent into a career so he is thinking about being a psychologist. He is also a really good artist and would love to figure out a way to incorporate his art into his studies. Painting is his thing. He needs to take 15 credits each semester for the State to keep up his financial aid packages. If he slips below 12 credits they will not pay for his school. But this semester he would like to take 18 credits so he can move his studies a little faster and maybe eventually graduate earlier than expected because he may need to go to graduate school after college. He needs a class schedule that will take all of these things into consideration.

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# Greenbriar State College Class Catalogue

STEP 1

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## **Criminal Justice**

### **Introduction to Criminal Justice (CRJ 101)**

Covers the nature, scope and impact of crime in the US; independent and interdependent operations and procedures of police, court and corrections; and introductory theories of crime and delinquency. Mondays and Wednesdays 8:00am – 9:30am (3 credits) Professor Hartnett

### **Advanced Criminal Justice (CRJ 102)**

Goes more in-depth into the nature, scope and impact of crime in the US; independent and interdependent operations and procedures of police, court and corrections; and introductory theories of crime and delinquency. Must have taken Introduction to Criminal Justice. Saturdays 9:00am – 12:00pm (3 credits) Professor Hartnett

### **Police Process (CRJ 203)**

Covers the roles of law enforcement agencies at the local, state and federal levels; interrelationships with other criminal justice agencies and selected law enforcement problems. Tuesdays and Thursdays 2:00pm – 3:30pm (3 credits) Professor Jenkins

### **Corrections Process (CRJ 207)**

Covers the history and evolution of corrections; the social organization of prisons; differences between adults and juvenile correction; and probation and parole practices and alternatives to incarceration. Mondays and Thursdays 11:00am – 12:30pm (3 credits) Professor Talley

### **Adjudication Process (CRJ 305)**

Examines the organization and functions of the courts; pre-and post-trial motions and procedures; and the role of prosecutorial and defensive agencies. Fridays 9:00am – 10:00am (1.5 credits) Professor Turin

### **Criminal Law (CRJ 311)**

Covers the historical development of criminal law in the US; the parties to crime, including principals/ accessories; and the element of crimes against persons and property, and moral offenses and defenses to such crimes. Mondays and Fridays 2:00pm – 3:30pm (3 credits) Professor Samuels

### **Juvenile Justice Process (CRJ 343)**

Covers historical development of juvenile justice in the US, jurisdiction issues, the adjudication process, role of the police and community agencies, and abuses in the system. Fridays 10:00am – 11:00am (1.5 credits) Professor Turin

### **Criminology (CRJ 494)**

Provides a review and critical analysis of the major criminological theories including the classical school; biological school; and psychological, sociological, and psychoanalytic orientations, including economics determinism. Considers various forms of criminality, as well as studies dealing with the frequency of crime in different places at different times. Saturdays 12:00pm – 3:00pm (3 credits) Professor Tiney

# Class Catalogue (continued)

## **Biology**

### **Principles of Biology (BIO 111)**

Through lecture and laboratory activities, examines the structure and function of living systems, from cells to the biosphere as a whole. Mondays and Wednesdays 9:00am – 11:00am (4 credits) Professor Cline

### **Biology I (BIO 201)**

Provides an integrated exploration of the fundamentals of biology as a science, the nature and origin of life, biological chemistry, cell biology, genetics and evolution. Tuesdays and Thursdays 10:00am – 11:30am (3 credits) Professor Kamden

### **Biology II (BIO 202)**

Provides a more in-depth exploration of the fundamentals of biology as a science, the nature and origin of life, biological chemistry, cell biology, genetics and evolution. Must have taken or be currently enrolled in Biology I. Saturdays 2:00pm – 5:00pm (3 credits) Professor Kamden

### **Biology Lab (LAB 201)**

Provides lab time for all Biology students to get hands-on experience with a variety of biology experiments in the areas of biological chemistry, cell biology, genetics and evolution. Fridays 10:00 – 11:30 (1.5 credits) Professor Stephan

### **Genetics (BIO 302)**

Covers the gene as the basis of variation and principles of heredity. Includes Mendelian genetics and molecular genetics, including replication, transcription and translation. Covers topics in genetic regulation, conjugation, mutation and repair. Mondays 1:00pm – 4:00pm (3 credits) Professor Vasquez

### **Anatomy and Physiology (BIO 321)**

Studies the structure and functions of cells, tissues and organs with examples drawn from the human body. Introduces students to the anatomy and physiology of skeletal, muscular, nervous, endocrine systems of the body. Mondays and Tuesdays 7:00pm – 8:30pm (3 credits) Professor Walters.

### **Immunology (BIO 414)**

Emphasizes aspects of immunology, including the structure and functions of immunoglobulin, the role of cell-mediated immunity, the protective role of the immune system and disease and injury as related to malfunctions of the immune system. Saturdays 9:00am – 11:00am (2 credits) Professor Smith

# Class Catalogue (continued)

## **Health Science w/ Concentration in Health Care Administration**

### **Applied Biostatistics & Epidemiology (HLS 488)**

Includes topics such as hypothesis testing and interpretation of data from health science and epidemiologic research, including the calculation of rates, sampling theory, and types of studies. Mondays and Wednesdays 12:00pm – 1:30pm (3 credits) Professor Shurbett

### **Contemporary Issues in Health (HLS 306)**

Provides for the identification and analysis of current critical health and health care issues in the US; focuses on ethical, legal, economic, and social implications of controversial health issues; and examines the dynamics of the American health care system from the perspectives of the patient, consumer and health care provider. Tuesdays and Thursdays 9:00am – 10:30am Professor Jacobs

### **Health Care Administration Planning (HLS 412)**

Investigates the planning process as applied to a health care setting. Includes these topics: assessing need, analyzing quantitative and qualitative data, health care law and regulations, the budgeting process, and process and outcome evaluation. Involves applying the planning process towards the preparation of proposals. Tuesdays and Thursdays 10:30am – 12:00pm (3 credits) Professor Jacobs

### **Health Care Administration (HLS 410)**

Provides an overview of health in the country, including the private health and public health sectors. Presents critical factors in the history, organization, delivery and financing of health services. Places emphasis on identifying and analyzing current trends in the health field. Fridays 9:00am – 12:00pm (3 credits) Professor Rodman

### **Principles of Marketing (BUS 335)**

Examines the business function that identifies current unfilled needs and wants, defines and measures their magnitudes, determines which target markets that organization can best serve, and decides upon appropriate products, services, and programs to serve these markets. Wednesdays at 3:00pm – 4:30pm (1.5 credits) Professor Wiseman

### **Principles of Management (BUS 365)**

Discusses the relationship of the management function with other functional areas, and provides an overview of the full span of managerial responsibilities in business organization. Saturdays at 11am – 12:30pm (1.5 credits) Professor Randalls

### **Accounting (ACC 280)**

Surveys aspects of financial and managerial accounting with an emphasis on analysis and interpretation of financial statements and preparation and uses of management reports for decision-making. Tuesdays and Thursdays 1:00pm – 2:30pm (3 credits) Professor Donofrio

# Class Catalogue (continued)

## **Foundation of Art**

### **Drawing I (FDD-1030)**

Focusing on the perceptual skills involved in image-making, this course will examine drawing as an act of producing independent works of art and as a preparatory process in organizing a finished work. Projects will be assigned to study the formal elements of art, such as line, space, scale and texture. Materials will include pencil, charcoal, pen-and-ink and wash, among others. Projects range from the figure and still life, for example, to mapping and storyboarding. Mondays and Wednesdays 11:00am – 12:30pm (3 credits) Professor Klein

### **Painting I (FPD-1020)**

Foundation-year painting will explore various means of representation through the application of pigments to canvas, panels and paper. Color and its organizational principles will be investigated – both as a practical and theoretical endeavor. An exploration of form and content will be undertaken with an emphasis on technical skills. Class critiques and museum visits will be employed as vehicles to develop critical terms concerning painting. Mondays and Wednesdays 2:00pm – 3:30pm (3 credits) Professor Jordan

### **Sculpture (FSD-1050)**

As an introduction to the material world, this course explores diverse media and their potentialities to create volume, line and mass. Ranging from the ethereal to the fabricated, materials such as clay, plaster, cardboard, wood, resin and wire will be investigated by exercises in casting, mold-making, installation and site-specific work. Discussion will include concepts of space, gravity and light, among others, as they pertain to three-dimensional form. Mondays and Wednesdays 8:30am – 10:00am (3 credits) Professor Holden

### **Foundations of Visual Computing (SMD-1020)**

Serving as an introduction to the tools, terms and techniques of visual computing for artists, this course will cover basic skills for operating and maintaining a computer, as well as the techniques to create collages and layered images and the tools required to display work on the World Wide Web. The impact of technology on the visual arts will be examined and discussed from contemporary and historical perspectives. Tuesdays and Thursdays 2:00pm – 3:30pm (3 credits) Professor Diaz

### **Survey of World Art I (AHD-1010)**

As the first part of a two-semester introduction to the art of Western and non-Western cultures, this course will examine art from the Paleolithic period to 1450. Key monuments and styles will be explored in architecture, sculpture and painting through methods of visual analysis. Discussions will link the ways in which concepts in art develop and change within different cultural contexts. The second semester will examine art from the Renaissance to the modern world. Field trips and museum visits will augment the course. Saturdays 1:00pm – 4:00pm (3 credits) Professor Joyce

### **Literature and Writing I (HCD-1010)**

This course emphasizes writing and critical thinking. Students will read and write about a selection of modern Western works from among the following authors: Voltaire, Mary Shelley, Jane Austen, Fyodor Dostoyevsky, Anton Chekhov, Virginia Woolf, William Faulkner, James Joyce, Zora Neal Hurston and Albert Camus, as well as American and English poetry. The course's focus on writing short essays, improving grammar, coherence and essay development will help prepare students for the Proficiency Examination and elective humanities and sciences and art history courses. The first work assigned for all sections will be Voltaire's *Candide*. Mondays 9:00am – 12:00pm (3 credits) Professor Jones

# Class Catalogue (continued)

## **Psychology**

### **Principles of Psychology (PSH 110)**

Provides an introduction to the scientific study of mind and behavior. Includes topics such as sensation and perception, biopsychology, personality, motivation, emotion and experience, learning, memory, development, and abnormal psychology. Mondays and Wednesdays 9:00am – 10:30am (3 credits) Professor Laszak

### **Principles of Psychology II (PSH 112)**

Provides an in-depth introduction to the scientific study of mind and behavior. Includes more study of development, abnormal psychology and case study. Mondays and Wednesdays 11:00am – 12:30pm (3 credits) Professor Laszak

### **Motivation (PSH 325)**

Analyzes the factors that determine human and animal behavior. Addresses theories and research in motivation from major perspectives in psychology, with an emphasis on the influence of stress, anxiety, and achievement motivation on human behavior. Saturdays 11am – 3:00pm (3 credits) Professor Treackle

### **Personality (PSH 331)**

Covers the application of scientific methods to the study of personality, and major theoretical approaches to personality. Examines research findings in major content areas from several experimental and measurement perspectives. Tuesdays and Thursdays 2:00pm – 3:30pm (3 credits) Professor Zawattu

### **Social Psychology I (PSH 332)**

Provides a scientific study of human social behavior. Includes topics such as attraction, attitudes, aggression, conflict, social cognition, social influence and groups. Sundays 11:00am – 12:30pm (1.5 credits) Professor Turney

### **Child Psychology (PSH 384)**

Studies human growth and development from conception through early adolescence. Including mechanisms of development, theories of development, genetic and prenatal influences, and physical, intellectual, emotional and social development. Fridays 2:00pm – 5:00pm (3 credits) Professor Heally

### **Health Psychology (PSH 397)**

Presents the combination of educational, scientific, and professional contributions of psychology to the promotion and maintenance of health, the prevention and treatment of illness, the identification of causes and correlates of health and illness, and the analysis and improvement of the health care system. Tuesdays and Thursdays 9:00am – 10:30am (3 credits) Professor Johnson-Stokes



*Creative* **Connections**