**WSUD - WSU First-Year Seminar: Education**

Courses numbered 100 to 299 = lower-division; 300 to 499 = upper-division; 500 to 799 = undergraduate/graduate.

**WSUD 101. Introduction to the University - Education** (3).
Designed especially for first-year students in their first semester at WSU, this course prepares students to succeed in college. Helps students form connections with each other, with faculty, with campus services and with the institution as a whole. It assists students in developing intellectually, emotionally and socially. It provides information and training about: college expectations, academic majors, careers and life planning; study skills and test taking, teaching and learning styles, respecting diversity of thought and culture, critical thinking, leadership, university policies and procedures, managing time and money, health and wellness, and the benefits of engagement in student organizations. Encourages and supports students as they adjust to college life and promotes reflective learning. In addition to other course projects, students create an individualized graduation plan through a collaborative process that involves academic advisers, the course instructor and peer mentors assigned to the course. Students who successfully complete this course have greater academic success and an improved rate of graduation compared to students who do not take this class.

**WSUD 102. First Year Seminar - AS** (3).
*General education social and behavioral sciences course.*

**WSUD 102A. First-Year Seminar: Superheroes Go to School** (3).
*General education social and behavioral sciences course.* Designed for freshmen/first-year students. Includes examinations of common superhero attributes and narratives, specifically in school or educational settings. Content is applied to projects related to personal development, synergetic collaboration, service outreach, and strategic preparation for ongoing learning and growth. *Course includes diversity content.*

**WSUD 102B. First-Year Seminar: Race and Ethnicity in Modern America** (3).
*General education social and behavioral sciences course.* Examines race as a fundamental part of American life and society. Discusses race as a result of how people divide and categorize themselves and others based on physical differences which then take on nonphysical meanings (intelligence, worth, morality). Students are asked to think and talk about how the concept of race has played a role in their own lives and formative years, as well as to reflect on scholarship on race and current debates/dilemmas. *Course includes diversity content.*

**WSUD 102C. First-Year Seminar: Creativity and Problem Solving** (3).
*General education social and behavioral sciences course.* Focuses on key understandings and elements related to the creative process and the relationship of creative thinking and problem solving. Develops an understanding of creative thinking processes to explore how those processes can impact change in themselves, in others and in career contexts. The course has an experiential focus and draws from creative strategies used in education, business, science and the arts. Content is applied to projects related to personal development, synergetic collaboration, service outreach and strategic preparation for ongoing learning and growth.

**WSUD 102D. First-Year Seminar: Finding Fitness, Fun and Food as a WSU Freshman** (3).
*General education social and behavioral sciences course.* Gives freshmen at WSU an overview of campus life, the culture of WSU, college expectations and how to succeed academically. Explores various places on campus or within walking distance to get exercise, find ways to acquire and make food that’s healthy, and create plans to stay mentally healthy as the challenges of the semester accumulate.

**WSUD 102E. First-Year Seminar: Monsters in Movies: Disability in the Horror Genre** (3).
*General education social and behavioral sciences introductory course.* Helps students critically examine how the horror genre contributes to bias against people with physical, mental, cognitive and social disabilities. Students are asked to reflect and discuss how promoting fear with villains and characters portraying characteristics of, and in some cases explicitly stated, exceptionalities can lead to unintentional bias, ableism and a lack of public acceptance. Students are also asked to read relevant scholarship on ability representation, exploitation of people with exceptionalities, and current debates/dilemmas. *Course includes diversity content.*