# Course Descriptions

## Doctorate Level Courses

### Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Cuin 722</td>
<td>Curriculum and Instructional Leadership</td>
<td>3 cr.</td>
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<td></td>
<td>Examination of being a school leader focused on learning; increase participants’ understanding of research-based practices connecting leadership to achievement; emphasize the role of collaborative leadership teams and teacher-leaders; and survey selected theoretical and operational decision-making bases. Summer.</td>
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<tr>
<td>Cuin 723</td>
<td>Planning and Implementing Curriculum and Instructional Change – Becoming a Change Agent</td>
<td>3 cr.</td>
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<td>Exploration of leading and supporting instructional change; improvement in curriculum and instruction within the context of implementation of curriculum changes, perspectives on teaching as a profession, and the impact of technologies on the learning processes; and planning and evaluation tools for working in education systems. Summer.</td>
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<tr>
<td>Cuin 724</td>
<td>Planning and Conducting Professional/Staff Development and Training</td>
<td>3 cr.</td>
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<td>Examination of supporting teachers for instructional improvement, with a primary focus on improvement of instructional practice and academic performance at the school and system level. Providing students with the theoretical and empirical bases for understanding the sources of successful classroom instruction and the processes of scale at the school and system level. Spring.</td>
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<tr>
<td>Edad 742</td>
<td>Human Resources</td>
<td>3 cr.</td>
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<td></td>
<td>Case-study examinations of the Human Resources functions, including recruitment, employment, evaluation, and professional development of human capital. Summer.</td>
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<tr>
<td>Edad 743</td>
<td>Educational Law and Ethics</td>
<td>3 cr.</td>
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<td></td>
<td>A comprehensive review of Federal and state Constitutional and case-law underpinnings of American education, including an emphasis on an ethical decision-making process for educational leaders. Summer.</td>
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<tr>
<td>Edad 744</td>
<td>Educational Finance</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>A comprehensive review and investigation of the tenants of educational finance, the budgeting process, and the legal framework at the national, state, and local levels. Spring.</td>
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<tr>
<td>Edlp 715</td>
<td>Introductory Seminar in Educational Leadership</td>
<td>3 cr.</td>
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<td></td>
<td>An exploration into the various roles in educational leadership and the accompanying responsibilities. Candidates will focus on in-depth study of the role of professional interest and choice. Fall.</td>
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<tr>
<td>Edlp 716</td>
<td>Organizational Change and Leadership Theory</td>
<td>3 cr.</td>
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<td></td>
<td>A review of major organizational theorists as a background to a focus on change theory and organizational renewal and transformation from the educational leader’s role. The role of Vision and Mission processes will be developed. Spring.</td>
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<tr>
<td>Edlp 781</td>
<td>History of American Education</td>
<td>3 cr.</td>
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<td></td>
<td>A review of the evolution of educational systems within the United States, with a focus on the historical context that produced common practices and the variety of differences among state systems, as well as Federal responses to educational issues in American history. Spring.</td>
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<tr>
<td>Edlp 782</td>
<td>Educational Politics and Policy</td>
<td>3 cr.</td>
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<td></td>
<td>An investigation of current educational issues in at the national, state, and local levels, and the concurrent policy decisions, legislation, and regulations related to these issues. Spring.</td>
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<tr>
<td>Edlp 785</td>
<td>Educational Assessment</td>
<td>3 cr.</td>
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<td>Strategies, skills, and techniques of assessing instruction, programs, systems, and institutions, as appropriate to candidate career needs. Fall.</td>
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<tr>
<td>Edlp 801</td>
<td>Cognition and Exceptionalities</td>
<td>3 cr.</td>
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<td></td>
<td>A review of human cognition and learning theory and the array of exceptionalities present in a student population, with a focus on the connection between cognitive development and learning needs. Winter.</td>
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### All courses are offered on a variable schedule unless otherwise noted.

- **EDLP 806 Educational Research I**  
  Descriptive statistics through analysis of variance, with an emphasis on applicability in the field. Fall.

- **EDLP 807 Educational Research II**  
  Advanced quantitative methods and qualitative statistical processes. The practical use of Action Research will be examined. Spring.

- **EDLP 808 Applying Theory and Research to Practice**  
  A focus on an integration of program content into the selection, design, and use of research techniques appropriate to the individual’s dissertation study. Summer.

- **EDLP 840 Strategic Planning and Data-Driven Decision-Making**  
  A case study approach to utilizing data in various leadership functions, including strategic planning and resource allocations. Assessment as a dynamic process in the planning cycle will be examined. Fall.

- **EDLP 900 Capstone Seminar**  
  A focus on the Prospectus, with the completion of the Introduction, Literature Review, and Research Question; and the selection, presentation, and approval of the Prospectus by the end of the course. Summer.

- **EDLP 901 Doctoral Practicum I**  
  Part one of the supervised experience in a professional placement concurrent with the student’s professional position, with a focus on leadership and supervisory tasks that emanate from that role. Pass/Non-Pass. Summer.

- **EDLP 902 Doctoral Practicum II**  
  Part two of the supervised professional placement experience. Pass/Non-Pass. Fall.

- **EDLP 911 Dissertation I**  
  Initial dissertation research. Pass/Non-Pass. Fall.

- **EDLP 912 Dissertation II**  
  Concluding research and production of the dissertation. Pass/Non-Pass. Spring

- **EDLP 913 Dissertation CE**  
  Additional dissertation enrollment following the first 12 hours until defense. Should a student not complete the defense in Dissertation II, enrollment in this course will be required each semester until completion. The student must enroll for 3 credits in the semester of the dissertation defense. Pass/Non-Pass. Scheduled as needed.

- **HIED 752 Higher Education Structure and Governance**  
  An overview and examination of the structure of higher education in the United States and area universities and colleges, governance systems and mandates, and the role of shared faculty governance. Summer.

- **HIED 753 Higher Education Finance**  
  An in-depth study of higher education finance from the macro and micro levels of institutional leadership. Summer.

- **HIED 754 Current Issues in Higher Education Leadership and Law**  
  An examination of the current directions in higher educational leadership and recent case law impacting such leadership. Spring.

- **Reed 732 Foundations of Teaching Reading**  
  Extension of the Master’s level study through an in-depth investigation of reading programs, including methods and materials necessary for such programs. Summer.

- **Reed 733 Reading in the Content Areas: Implications for Leadership**  
  Expanding the investigation of reading programs as typically found in specific content areas, including methods and materials necessary for such programs. Summer.
**ART**

**ART 500 Introduction to Art Criticism** 3 cr.
Problems of describing, analyzing, interpreting and evaluating art. Attention given to the history, purposes, conceptual bases and methods of art criticism as well as to critical performances.

**ART 508 20th Century Art History** 3 cr.
Survey of major developments from post-impressionism to post-modernism and the contemporary: Europe and the United States. Every spring.

**ART 580 Computer Graphics** 3 cr.
Introduction to terminology, methods, processes, craft and technology of the computer graphics designer; emphasis on theory and application of the Macintosh computer system. May be taken only 1 time for credit. Two hrs. lecture and 2 hrs. lab.

**ART 590 Special Topics in Art** 1-6 cr.
Concepts or media not regularly presented, using special resources. Lecture and studio or lecture only. Offered irregularly. Prerequisite: permission of instructor.

**ART 602 Philosophy of Art Education** 3 cr.
Analysis and evaluation of major competing philosophic systems. Attention to their value structures in relation to alternative theories and conceptions of art education.

**ART 605 Curriculum in Art Education** 3 cr.

**ART 607 Advanced Graphic Design Workshop** 3 cr.
Fundamentals of applied design. Graphics problems in advertising and commercial art, class problems in communication arts, commercial processes and techniques, use of professional materials. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 612 Advanced Drawing Workshop** 3 cr.
Studio investigation of drawing. Critical, conceptual and technical skills with content chosen by student and instructor. Two hrs. lecture, 2 hrs. lab.

**ART 621 Advanced Painting Workshop** 3 cr.
Studio problems in painting. Emphasis on independent creative work. Seminar, discussion and criticism. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 622 Advanced Ceramics Workshop** 3 cr.
Study of ceramic form as it relates to utilitarian and environmental situations. The interaction of human scale with functional ceramic design. Seminar, discussion and criticism. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 632 Advanced Printmaking Workshop** 3 cr.
Studio investigation of printmaking. Critical, conceptual and technical skills as applied to the aesthetics of printmaking. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 635 Advanced Photography Workshop** 3 cr.
Studio investigation of photography. Critical, conceptual and technical skills. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 640 Advanced Sculpture Workshop** 3 cr.
Studio problems in sculpture. Use of traditional and contemporary forming techniques in independent creative work. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 690 Special Topics in Art** 3 cr.
Concepts or media not regularly presented, using special resources. Lecture and studio or lecture only. Variable. Prerequisite: permission of instructor.

**ART 698 Readings in Art Education** 3 cr.
Advanced individualized study in art education scholarship. Seminars, readings, research. Prerequisite: completion of Professional Core.

**ART 699 Individual Research in Art Education** 3 cr.
Advanced development of an investigative or creative potential. Repeatable 1 time. Prerequisites: graduate art student and recommendation of graduate faculty member.

**ART 700 Master’s Research Paper or Project** 3 cr.
Individual investigation or project related to the area of concentration and professional education. Independent Study form to be submitted with registration.

**Biology**

**BIOL 502 Evolution** 3 cr.
Theories, evidences and mechanisms of evolution. Three hrs. lecture. Fall of odd-numbered years. Prerequisite: BIOL 150 or permission of instructor.

**BIOL 504 Histology** 4 cr.
Microscopic structure and function of tissues and selected organs of vertebrates. Basic laboratory preparative techniques and tissue recognition. Two hrs. lecture, two 2-hr. labs. Spring of even-numbered years.

**BIOL 506 Ornithology** 4 cr.
Anatomy, physiology, behavior, ecology and evolution of birds. Laboratory emphasis on identification of regional birds at the species and family level. Two hrs. lecture, one 4-hr. lab. Binoculars required. Every spring. Prerequisite: vertebrate zoology or permission of instructor.

**BIOL 507 Biological Systematics** 3 cr.
Principles, concepts and methodologies used in systematic biology. Methods for reconstructing the evolutionary relationships of plant and animal taxa (including phenetic and cladistic analyses). Procedures for description, classification and analysis of earth’s biodiversity. Three hrs. lecture. Spring of odd-numbered years. Prerequisite: BIOL 402 or permission of instructor.

**BIOL 510 Plant Diseases** 3 cr.
Nature, cause and control of disease in plants. Plant pathogens: nematodes, viruses, bacteria and fungi in greenhouse, field and forest plants. Laboratory on preparing specimens according to phytopathological principles. Two hrs. lecture, one 2-hr. lab. Spring of odd-numbered years.

**BIOL 511 Invertebrate Zoology** 4 cr.
Structure, physiology, life history and natural history of invertebrate groups. Emphasis on local fauna. Two hrs. lecture, two 2-hr. labs. Every spring.
COSC 636 Network and Data Communications II 3 cr.
Advanced topics, enabling technologies of networks and data communications. Introduction to important topics, including distributed networks, IPv6 and advanced routing protocols, network reliability, network security and converged network management. Enabling technologies for typical modern networks, including wireless/mobile networks, multimedia networking and optical networks will also be covered. Prerequisites: admission to Applied Computer Science master's program and COSC 635.

COSC 640 Database Management Systems I 3 cr.
Database design and implementation, data models, database programming using relational database management systems as well as object-oriented databases. Implementation of a comprehensive project using a commercial DBMS. Prerequisite: admission to Applied Computer Science master's program.

COSC 641 Database Management Systems II 3 cr.
The function of database administration. Data recovery, security, concurrency and integrity. Database storage and advance database programming. A project implementation is required. Prerequisites: COSC 640 and admission to Applied Computer Science master's program.

COSC 645 Data Mining 3 cr.
Overview of data mining and its application in business. Topics include data-mining models such as decision trees, genetic algorithms, neural nets, agent network technology; data-mining process; and discussion of practical available data-mining tools. Prerequisite: admission to Applied Computer Science master's program.

COSC 646 Data Warehousing 3 cr.
A hands-on approach to the major issues facing data warehouse developers. Discussion of analysis design and management of data warehousing. Application of data warehousing in a business environment using one or more data warehouse systems. Prerequisite: admission to Applied Computer Science master's program.

COSC 647 Database Security 3 cr.
A comprehensive, in-depth discussion of the database security, including models, systems architectures and standards. Security in object-oriented databases and in statistical databases and auditing. Prerequisites: admission to Applied Computer Science master's program and COSC 641.

COSC 649 Database Administration 3 cr.
Discussion of the database administration issues. Topics include installation, migration, upgrades, networking, security, backup and recovery, performance tuning, capacity planning and GUI development tools. Prerequisites: admission to Applied Computer Science master's program and COSC 641.

COSC 690 Special Topics in Database Management Systems 3 cr.
Study and discussion of the most recently developed topics in Database Management Systems. Repeatable for maximum of 6 credits if topics are substantially different; 3 for degree. Prerequisites: admission to Applied Computer Science master's program and COSC 640.

COSC 691 Special Topics in Data Mining and Data Warehousing 3 cr.
A study and discussion of topics in the latest development in data mining and data warehousing. Students are required to write a paper or implement a project related to the topic. Repeatable for maximum of 6 credits if topics are substantially different; 3 for degree. Prerequisites: admission to Applied Computer Science master's program and COSC 645 and COSC 646.

COSC 700 Master Research Paper or Project 3-9 cr.
Independent research paper or project related to the area of concentration. The topic of the paper or project description must be approved by the department graduate committee prior to registration. Every semester. Prerequisites: admission to Applied Computer Science master's program and COSC 610, COSC 620 and COSC 625.

Economics 3 cr.
ECON 510 Resource & Environmental Economics 3 cr.
Economic analysis of problems and policies affecting natural resource industries and the environment. Economic framework, mineral, forest, energy industries and environmental use and misuse are analyzed. Fall of even-numbered years. Prerequisite: Economics 202 or permission of instructor.

ECON 598 Readings in Economics 3 cr.
Selected readings for primarily independent research in a field not covered by regular courses. Summaries of readings and findings compiled in a written research report. Prerequisites: ECON 201, 202, 351, 352, and permission of instructor and department chair.

Education 3 cr.
CUIN 518 Teaching Written Composition Methods in the Elementary School 3 cr.
Language acquisition and writing, including motivation and evaluation; grammar, spelling and editing skills.

CUIN 520 Assessment and Measurement in Early Childhood Education 3 cr.
A study of instruments for child development and early childhood program evaluation. Analysis of early identification programs, child-find procedures, normative data, intelligence and language tests.

CUIN 521 Child Development for the Early Childhood Educator 3 cr.
Educational implications for the child from birth to age 8, including the effects of early stimulation, critical periods in the child’s life, species specific behaviors and environmental variables affecting the child’s development.

CUIN 602 Becoming a Teacher Leader 3 cr.
Theory and practice of teacher leadership in the classroom within the context of student achievement and a focus on increasing knowledge of learners and learning; subject matter and curriculum; effective teaching models, strategies and practices; and implementation of this expertise in the classroom. Variable.

CUIN 603 The Highly Effective Practitioner 3 cr.
A comprehensive exploration of principles and the process of distinguished teaching to enhance student learning; practices for the development of skills and knowledge in teacher leadership and mentorship. A study and design of effective professional development practices. Monitor professional growth through reflective practice. Variable.

CUIN 604 Introduction to National Board for Professional Teaching Standards 3 cr.
A comprehensive overview of the history of the National Board for Professional Teaching Standards (NBPTS) within the context of accomplished teaching. Introduction to the certification process, analysis of standards and criteria, personal reflection on teaching practices and impact on student learning in candidates’ certificate area. Variable.

CUIN 605 National Board for Professional Teaching Standards Pre-Candidacy 3-6 cr.
Candidates are introduced to the National Board for Professional Teaching Standards. During the semester, they will complete the fieldwork that will allow them to collect and organize the evidence needed to formally apply for certification. The instructor/mentor will assist individuals in preparing specific content and pedagogy portfolio materials.

CUIN 606 National Board Certification Professional Portfolio 3 cr.
Strategies, skills and techniques for analyzing candidate’s classroom practice within the context of impact on student learning. Introduction to the National Board for Professional Teaching Standards (NBPTS) portfolio process and self-assessment of teaching practices through rigorous analysis of research-based standards and performance-based assessments. Variable.
CUIN 608 Middle School Curriculum 3 cr.
The middle school movement, the nature of the middle school student, alternative school programs, strategies for implementation.

CUIN 609 Elementary School Curriculum 3 cr.
Trends, issues and determinants of the elementary content areas; organizational patterns and curriculum models; application of a system for curriculum development; instructional modes; and process of curriculum planning. Prerequisite: EDUC 640.

CUIN 614 Elementary School Mathematics Programs 3 cr.
Content and organization of elementary school mathematics.

CUIN 615 Elementary School Science Programs 3 cr.
A survey of current elementary school science programs available for use in grades K-8. A review of the science programs rationale, organizational structure, content, methodology and evaluational system is emphasized. Methods of program identification, selection techniques, implementation and continuing evaluation are considered. The research seminar format is utilized in this course.

CUIN 616 Introduction to Science Education 3 cr.
Evolutions, philosophies, purposes, goals and objectives; comparative science education, practical and research literature; and professional organizations.

CUIN 618 Elementary School Language Arts Program 3 cr.
The content, organization, materials and techniques for teaching elementary children English usage, spelling, oral and written composition, manuscript and cursive writing, and reading. The integration of language arts in the elementary curriculum.

CUIN 621 Elementary School Social Studies Programs 3 cr.
Content of elementary school social studies and the various methods of instruction and materials.

CUIN 622 Workshop in Elementary Language Arts 3 cr.
Developing a model and preparing instructional materials to demonstrate the interrelatedness of the elementary language arts to the Curriculum and Instruction Lynch core courses. Design and construction of educational materials for a particular age congruent with current educational theory. Presentation and sharing of individual work in a seminar. Prerequisite: CUIN 609.

CUIN 623 Foundations of Early Childhood Education 3 cr.
History and philosophy of early childhood education, model programs designed to implement various theories, research on the effects of model programs and current trends and issues affecting and challenging the early childhood educator.

CUIN 624 Parent Education 3 cr.
Techniques used to help caregivers in the task of child rearing. Sociology of parenting, parent support services, methods of implementing study and discussion groups, and techniques employed in operating home-based child programs.

CUIN 626 Early Childhood Teaching Methodology 3 cr.
Analysis of the master’s level teaching techniques, including environmental analysis techniques, early stimulation procedures, toy and teaching apparatus evaluation, techniques for utilizing and extending play and specific techniques to enhance communication and self-expression.

CUIN 639 Instructional Systems Design 3 cr.
Development of competencies related to systems approach to instructional planning, foundations of instructional design, instructional objectives, alternate instructional models, preparation of instructional materials, strategies for implementation and evaluation of instructional systems.

CUIN 649 Curriculum Evaluation 3 cr.
The process of curriculum evaluation: The collection, organization, analysis and reporting of information essential to decision making. Models and strategies.

CUIN 650 Curriculum Leadership – Models and Strategies 3 cr.
Curriculum planning as a strategic educational process for impacting student learning and achievement. Study of standards-based frameworks that have proven effective to enable all individuals to gain knowledge, skills and enthusiasm for learning, and whenever planning curriculum improvement projects to meet the ever-changing educational landscape of the 21st century across all grade levels K through 12. Variable.

CUIN 651 Instructional Design for Understanding 3 cr.
Research-based instructional models for increasing student achievement. Instructional design that is responsive to the needs and interests of students and considers factors that affect K-12 teaching and learning specific to grade level and content specialization. Variable.

CUIN 652 Assessing for Understanding 3 cr.
Current trends and proven practices in educational assessment. Participants will design and evaluate a variety of approaches recommended for both traditional and alternative approaches to assessment of student growth and achievement. Variable.

CUIN 653 Accountability in the Context of Student Learning 3 cr.
A historical review of education reform and its accountability impact at the classroom level. Current perspectives on impact of normative, standards-based and growth model assessments on classroom practice, teacher evaluation, teacher effectiveness and student learning. Examination of the roles and responsibilities of all levels of government and stakeholders in teacher accountability. Variable.

CUIN 654 Cultural and Technological Awareness in the Context of Global Education 3 cr.
A critical examination of the meaning of being an educated American in a changing world, and effectively educating culturally, ethnically, racially different and differently able students to meet demands of the 21st century. A critical review of the role of technology as a key element in the changing picture of education globally, and the role of educators as agents of reform as intelligent consumers of emerging technology in the classrooms. Variable.

CUIN 660 Secondary School Curriculum 3 cr.
Trends, issues and determinants of the secondary content areas, including organizational patterns and curriculum models, application of a system for curriculum development, instructional modes and the process of curriculum planning.

CUIN 669 National Board Certification Practicum 3 cr.
Supervised experience in a professional placement concurrent with candidate’s professional position, with a focus on building learning communities of professional inquiry for completion of requirements for professional portfolio. Graded P/N. Variable.

CUIN 674 Teacher Leadership Practicum 3 cr.
Supervised experience in a professional placement concurrent with candidate’s professional position, with a focus on teacher leadership tasks that emanate from that role. Graded P/N. Variable.

CUIN 700 Research Applications in Education: Action Research 3 cr.
Concepts, strategies and tools for planning and carrying out systematic investigations of practice in school and classroom settings. Exploration of research techniques, data analysis procedures and interpretation of educational research as it relates to the analysis of student learning in a teacher’s daily decision-making process. Variable.

ECED 538 Early Childhood Classroom Management 3 cr.
For the early-childhood teacher: advanced teaching skills in nurturing the young child’s social experiences, self-discipline, independence and creativity; arranging play experiences, organizing physical space, communication with children.

ECED 542 Administration and Supervision of Early Childhood Programs 3 cr.
Administrative and supervisory responsibilities for the early-childhood educator in providing quality programs for young children. Prerequisite: permission of instructor.

EDAD 611 Administration in the Elementary School 3 cr.
Educational leadership of the elementary school: responsibilities, philosophies and techniques of the principal; student activities and supporting services; necessary technical skills; reading in the field; professional organizations, literature and ethics in elementary administration.

EDAD 612 Administration in the Secondary School 3 cr.
Educational leadership of the secondary school: responsibilities, philosophies and techniques of the principal; student activities and supporting services; necessary technical skills; reading in the field; professional organizations, literature and ethics in secondary administration.
EDAD 628 School Law 3 cr.
Legal bases of education, including hiring and dismissal of personnel, tenure, staff liability, contractual rights and relationships, and rights of staff and clients. Spring, summer.

EDAD 640 Accountability and Data-Driven Decision Making in Public Education 3 cr.
Theoretical background and practical considerations for planning and implementing data-driven decision-making processes in schools and school districts. Basic concepts of developing efficient, reliable data resources and choosing appropriate analytical approaches to meet the diverse needs of students. Variable.

EDAD 641 Educational Leadership 3 cr.
Developmental leadership theory and strategies.

EDAD 642 Organization and Administration of Public Schools 3 cr.
Theories and concepts: societal forces that affect educational administration; tasks of administration, role requirements, administrative process and division of responsibility; organizational variables; the administrator as an individual and leader; research; professional organizations; and ethics.

EDAD 644 Public School Finance 3 cr.
Theory, principles and general practices. The problems of financing education, budgeting, equalization, management of school funds, and the role of local, state and federal governments in the financing of public education.

EDAD 646 Personnel Administration 3 cr.
Managing human resources, including organization of the personnel functions; manpower functions of recruitment, selection and induction; appraisal and staff development; compensation and benefits; professional negotiations; and current trends in personnel administration.

EDAD 650 Program Development 3 cr.
Examination of planning models and development of skills to analyze and interpret human resource data. Students plan a human service program by locating and utilizing resources and by preparing implementation strategies and evaluation mechanisms.

EDAD 693 Practicum in Administration—Supervision 3 cr.
Supervised experience based on a problem identified by the student. Emphasis on the integration of learned administrative/supervisory skills. Administrative/supervisory responsibilities of limited depth for limited periods under joint college/school supervision. Problem areas must be submitted and approved prior to registration. Repeatable to 6 credits. Prerequisite: approval of the chair of Educational Professions Department. Fall, spring.

EDAD 694 Practicum in Administration—Supervision II 3 cr.
Continuation of EDAD 693 practicum. Supervised practicum in administration—supervision (see EDAD 693). Production and submission of standards-aligned portfolio. Every semester. Prerequisites: approval of program coordinator and completion of EDAD 693.

EDSU 604 Supervision in the Elementary School 3 cr.
Preparation, role and functions of the elementary supervisor, including application of principles of learning, instruction, curriculum and human relations skills. Development of technical skills.

EDSU 605 Supervision in the Secondary School 3 cr.
Preparation, role and functions of the secondary supervisor, including application of principles of learning, instruction, curriculum and human relations skills. Development of technical skills. Fall of even-numbered years.

EDSU 643 Foundation of Educational Supervision 3 cr.
Nature and scope of educational supervision, including human relations skills, technical skills, social systems as they relate to educational supervision, professional organizations, literature and ethics. Fall.

EDSU 648 Supervision of Student Teachers 3 cr.
Student teaching programs and the relationship of the public schools and colleges.

EDUC 522 Logo: Educational Programming and Instructional Techniques 3 cr.
Learn about Logo as a language for learning about computers, computer programming and thinking, and as a philosophy of education. Emphasis will be on learner-controlled and learner-directed explorations of intellectual problems of interest.

EDUC 523 AIDS: Information, Instruction and Counseling 3 cr.
Designed to facilitate learning current information about HIV and AIDS, prepare individuals to teach and/or give others correct information and provide basic training for those interested in becoming peer counselors for persons with, or exposed to, HIV/AIDS. Fall, summer.

EDUC 530 Technology Specialist in Education 3 cr.
Technology specialist in the school/school district. Includes practical issues for managing the technology infrastructure, managing and strategies for using local area network systems for classroom use, models for delivering staff development, process of school improvement, role in communication with public in building support for technology, issues facing technology leaders, emerging technologies. Variable.

EDUC 541 Classroom Management Strategies 3 cr.
A study of the elements of developmentally appropriate classroom management, including cultural variables, skills of effective teaching, major theorists’ view of school management, character and values education, and the impact of school climate and organization. In addition, specific techniques for managing special problems and disruptive youth will be studied.

EDUC 544 Cooperative Learning Workshop: Level I 3 cr.
A study of cooperative learning through an analysis of the underlying theory and observation, planning and implementation of cooperative learning activities. Summer.

EDUC 545 Middle School Curriculum & Methods 3 cr.
The middle school movement, the middle school student and curriculum, teaching in the middle school, middle school organization. Every semester. Prerequisite: Phase I admission or permission of department chair.

EDUC 546 Using Databases for Critical Thinking 1 cr.
Use databases in learning to organize, access, manipulate and evaluate information. Learn to find and interpret information, find patterns and make inferences based on established patterns. Develop techniques for using databases in elementary and secondary curricula.

EDUC 547 Making Quality Instructional Materials 1 cr.
Learn to develop instructional activities based on a specific theme. Learn to use the computer to create instructional materials for these activities.

EDUC 548 Using Spreadsheets in Mathematics Education 1 cr.
Use spreadsheets to learn to explore relationships, predict outcomes, analyze information and draw conclusions. Learn to experiment and to explore concepts without having to perform tedious calculations. Develop techniques for using spreadsheets in elementary and secondary curricula.

EDUC 550 Art Education Methods for the Secondary Teacher 2 cr.
Curriculum, goals, content and organization of secondary art education. Theories of visual development and artistic development in behavior age-appropriate students; materials, resources and processes for teaching art; classroom management; and technology applications. One hr. lecture, 2 hr. lab. Prerequisite: admission to MAT-Secondary program or permission of department chair.

EDUC 551 Art Education Methods for the Elementary Teacher 2 cr.
Curriculum, goals, content and organization of secondary art education. Theories of visual development and artistic development in behavior age-appropriate students; materials, resources and processes for teaching art; classroom management; and technology applications. One hr. lecture, 2 hr. lab. Prerequisite: admission to MAT-Secondary program or permission of department chair.

EDUC 558 Educational Technology for Teachers 3 cr.
Selecting, designing and managing online and distance education from among multiple options. Emerging trends and standards for online instruction explored. Variable.
EDUC 564 Induction into the Classroom 1 cr.
An introduction to schools, their structure and climate, research on school effectiveness, the legal issues and school professional ethics. Specific PDS school policies regarding student behavior and the school system conceptualization of the school improvement process. The course will also require the completion of computer competencies: e-mail, word processing, Web research, presentation skills and sophistication in integration of curricular software. Offered in spring. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

EDUC 565 Induction to Technology for Teaching and Learning in the 21st Century 1 cr.
Experiences and practice in using 21st century technology skills and applications to support P-12 curriculum.

EDUC 590 Special Topics in Education 1/2-6 cr.
Special workshop on a current topic, as arranged. Repeatable if topics are substantially different.

EDUC 599 Individual Problems in Education 1-3 cr.
Independent study under supervision. Research paper on a special topic. Requires proposal approval by the chair of the Department of Educational Professions prior to registering. Repeatable for maximum of 6 credits. Every semester, summer.

EDUC 601 Current Trends in Curriculum 3 cr.
Historical survey of the development of the curriculum and the influences upon its development. Trends and their causes, including the identification, analysis and appraisal of current trends.

EDUC 602 History of Education 3 cr.
Significant historical periods in education in the context of social, political and economic history, with emphasis on contemporary developments.

EDUC 603 Principles and Practices of Research 3 cr.
Definitions of research; the research process; chronological development of educational research; library use and research literature; the research abstract; historical, descriptive and experimental types of research. Identification of researchable problems and the formulation of research designs, descriptive and inferential statistical techniques, style for writing the research report. Every semester, summer.

EDUC 606 Developmental Theory and Experiential Growth 3 cr.
Understanding the concept of self, logical decision making, communication theory, effects of the various social-cultural factors on learners; effects of the individual, the group and the system on the learning process; leadership theory and skills; studies in human growth and development. Every semester, summer.

EDUC 607 Comparative Education 3 cr.
Educational systems in the major and developing countries in relation to the American systems. Programs of various organizations that work for international understanding.

EDUC 613 Classroom Assessment 3 cr.
This course is intended to assist students in the attainment of a theoretical understanding and knowledge related to the design, implementation and use of various assessment instruments that include, but are not limited to, formal and informal observation, paper-and-pencil instruments, oral questioning, student records, authentic performance tasks and student portfolios, as well as the qualitative analysis of pupil performance—product and process.

EDUC 624 Teaching in the Distance Learning Classroom 1 cr.
A study of the development and practice of teaching via an interactive network. The course includes an overview of the development of "distance" education, an introduction to using the associated technology, an analysis of appropriate delivery strategies and techniques, and an opportunity for hands-on practice teaching content area lessons.

EDUC 625 Philosophy of Education 3 cr.
Philosophies of education. The individual educator's rationale for designing curricula and developing ways of working with students.

EDUC 626 Technology Applications in Early Childhood Education 1 cr.
Explore the use of various technologies and software in the early childhood classroom. Activities will include the use of multimedia, discovery learning, writing tools and tools to encourage creativity in young children. Research, exploration and project oriented.

EDUC 627 Human Relations in Education 3 cr.
Helping relationships, human behavior in groups and organizations, multicultural issues and applications, interpersonal teaching skills, applications of human relations principles.

EDUC 629 Elements of Statistics 3 cr.
The elements of descriptive statistics and their application to educational measurement.

EDUC 630 Tests and Measurements 3 cr.
Standardized and teacher-made testing and measurement. Standardized testing concepts. How to scientifically develop, revise, administer and interpret teacher-made tests.

EDUC 631 Mental Hygiene for Teachers 3 cr.
Problems of personal and social maladjustment and their impact on teaching.

EDUC 633 Multimedia Design and Publication for Instruction 3 cr.
An introduction to multimedia tools, design, development, publication and evaluation. Work with text, graphics, video and sound to create instructional activities that incorporate various approaches to teaching and emphasize K-16 student learning. Plan for integration of multimedia in the curriculum. Variable.

EDUC 634 Telecommunications for Educators 1 cr.
Introductory course to familiarize educators with telecommunications in a “hands-on” environment. This course is intended to provide the opportunity for educators to become proficient in the use of telecommunications activities in the classroom.

EDUC 635 Evaluation and Integration of Technology in Instruction 3 cr.
Develop competencies in evaluation and selection of technology resources for instruction. Study the nature of curriculum development and examine strategies for integrating technology into K-16 curriculum with an emphasis on performance-based teaching and learning to enhance student achievement. Explore assessment tools to monitor student progress toward performance indicators. Variable.

EDUC 638 Online Instruction 3 cr.
Selecting, designing and managing online and distance education from among multiple options. Emerging trends and standards for online instruction explored. Variable.

EDUC 640 Curriculum Development 3 cr.
The nature of curriculum development: basic determinants, valid objectives, designing learning experiences, processes of curriculum organizations, systems of curriculum evaluation and the procedures for curriculum improvement/change. Fall, spring, summer.

EDUC 645 Advanced Instructional Design 3 cr.
Advanced seminar dealing with the application of Instructional Systems Design principles for multimedia educational systems. Explore various theories of learning and information presentation as they apply to multimedia technologies and delivery systems. Design and develop performance-based units and assessments using advanced technology tools techniques. Variable.

EDUC 647 Advanced Educational Psychology 3 cr.
Principles of effective human learning. Major learning theories and their significance for classroom procedures and for general education theory.

EDUC 655 Design and Administration of Instructional Games 3 cr.
Theory, design and administration of reality and simulation games for classroom use. Practice in designing a variety of games suitable for instruction in content areas. Variable.

EDUC 656 Diagnosis in Arithmetic 3 cr.
Diagnosis of student competencies; skills, errors; treatment plans; evaluation materials; teaching tips. Prerequisite: ELED 471 or SCED 315 or permission of instructor.
EDUC 658 Mathematics Workshop for Teachers  3 cr.
Construction of mathematical activities tailored to individual teacher needs. Novel methods, ample materials developed for future classroom use. Prerequisite: mathematics methods course for early childhood, elementary or secondary level, or permission of instructor.

EDUC 661 Mathematics: Curriculum, Instruction and Assessment  3 cr.
Current theory and practice for mathematics instruction in elementary education. Review of the research on children’s developing conceptions and misconceptions about mathematics, children’s problems in achieving literacy in another symbol system, children’s error patterns and principles of learning in elementary mathematics. Study of Maryland Outcomes and National Standards for Mathematics. Prerequisite: admission into the Master of Arts in Teaching program or permission of the program coordinator.

EDUC 662 Science and Health: Curriculum, Instruction and Assessment  3 cr.
Research and best practices for health and science instruction in the elementary school. National Science Standards, Health Education Standards and Maryland Outcomes are addressed. An overview of health education and health issues for elementary children. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

EDUC 663 Management and the Learning Environment  2 cr.
Analysis and management of students in the classroom based on research. Organizational practices to create a positive classroom climate through proactive management of the classroom and social skills development of the students. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

EDUC 664 Diversity in the Classroom  3 cr.
Study of teachers’ responsibilities in providing an appropriate program for diverse children, including children with special needs. The development and implementation of instructional strategies and materials and appreciation of diverse populations based on research and best practices. School visitations required. Offered during Intercession. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

EDUC 665 The Arts: Contrasts and Connections  3 cr.
Examination of elements, forms and concepts in art and music. Interdisciplinary, team-taught approach to arts appreciation, criticism and creation utilizing a variety of cultural resources. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

EDUC 666 Social Studies: Curriculum, Instruction and Assessment  3 cr.
Addresses current theory and practice for social studies instruction in elementary education. Covers appropriate content and strategies for instruction as well as Maryland Outcomes and National Standards for Social Studies. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

EDUC 667 Management and the Learning Environment  3 cr.
Analysis and management of students in the classroom based on research. Organizational practices to create a positive classroom climate through proactive management of the classroom and social skills development of the students. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

EDUC 680 Travel Study Tour of Maryland  3 cr.
A 7-day travel study tour of environmental, economic and historical resources in western, central and southern Maryland. Completion of a curriculum project. Sites studied include industrial facilities (Westvaco to Calvert Cliffs Nuclear Power Plant), environmental and recreational areas (Swallow Falls to Inner Harbor) and places of historical significance (Garrett County Museum to St. Mary’s City). Additional costs include meals and shared automobile expenses. Accommodations are provided.

EDUC 690 Current Concepts in Education  1/2-6 cr.
Analysis and discussion of current critical issues confronting education. Repeatable for maximum of 6 credits if topics are substantially different.

EDUC 691 Seminar in Education  3 cr.
Discussion of assigned research. Formal research paper required. Prerequisite: admission to degree status and permission of instructor.

EDUC 696 Practicum Part I  3 cr.
Intensive experience in the professional development school for the initial certification student. Experience centers on the knowledge, skills and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Cohort group remains as a critical element of the student’s experience along with substantial time with a mentoring teacher. Peer coaching and collaborative efforts emphasized. Involvement with the school improvement process and study of school reform. Emphasis given to student’s professional portfolio prior to the final assessment experience. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

EDUC 697 Practicum Part II  3 cr.
Intensive experience in the professional development school for the initial certification student. Knowledge, skills and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Cohort group remains as a critical element of the student’s experience, but this semester along with substantial time with a mentoring teacher. Peer coaching and collaborative efforts emphasized. School improvement process and study of school reform. Attention given to the student’s professional portfolio and to the student’s final assessment course is a continuation of the spring semester practicum experience designed to extend time in the Professional Development School and to provide students with the experiences of ending a school year. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

EDUC 700 Master’s Research Paper or Project variable with a minimum 3 cr.
Individual investigation or project related to the area of concentration and professional education. Enroll in final credit(s) of Master’s Research Paper or Project in the semester in which you expect the paper or project to be approved. Should you not complete the paper or project in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of 1 additional credit of Master’s Research Paper or Project each fall and spring semester thereafter until the paper or project is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC.

EDUC 710 Thesis variable with a minimum 3 cr.
Intensive investigation of an approved topic in the specialized area within the Master of Education degree. Proposal required prior to registration. Enroll in final credit(s) of Thesis in the semester in which you expect the thesis to be approved. Should you not complete the thesis in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of 1 additional credit of Thesis each fall and spring semester thereafter until the thesis is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC.

REED 518 Reading and Writing Connections  3 cr.
Reading and writing activities in daily instruction. The role and use of authentic assessments in determining student reading performance and selection of materials appropriate to student ability levels. Prerequisite: admission to the M.A.T. Secondary program.

REED 525 Creative Teaching of Reading  3 cr.
Workshop in preparing individual study units for reading skills, K-6, through learning centers, stations and manipulative materials. Prerequisite: REED 473 or permission of instructor.

REED 530 Processes and Acquisition of Language and Reading  3 cr.
Study of basic linguistic and psycholinguistic insights into language acquisition and the primacy of language development processes in literacy, how the brain responds to language and reading, and the role of experiential background, prior knowledge, phonemic awareness and personal significance in developing readers. The central concept of literacy will be introduced. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.
REED 531 Literacy Instruction 3 cr.
Definitions of reading and emergent literacy and the research, best practices and instructional strategies that focus on reading from initial exploration of print through critical processing of literacy experiences and content materials. Role of print, word study, text structure, comprehension and classroom organization in developing a variety of strategies with developing readers. Early identification and intervention strategies for low-achieving readers will also be analyzed. Concept of emerging literacy will be related to other areas of knowledge. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

REED 532 Reading Materials 3 cr.
Research-based principles and precepts to the selection and use of a variety of reading materials. Teachers' role for developing the long-term motivational support for developing literacy within a framework of inquiry. Research on motivation and its relation to reading. Variety of texts to be used in classes when reading for literary experience, reading to perform a task and reading for information and relate them to current research on reading. Strategies for selecting materials, retrieving materials and evaluating materials. Accessibility, variety of media, multicultural materials, text features and oral and written responses to literature. Research and best practices on the role of parents and community in supporting the reading program. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

REED 533 Reading Assessment 3 cr.
Knowledge of best practices and research using data from state, local and classroom assessments of reading to make ongoing modifications in their PDS classrooms that include strategies for prevention and intervention. Understanding of how to implement a variety of reading assessments and adjust the curriculum. Understanding of the circumstances under which the following types of reading assessments are valuable: teacher observations, running records, learning logs, performance assessment, portfolios, projects, rubrics and norm-referenced assessments. Knowledge of how to provide meaningful input to Individualized Educational Plan (I.E.P.) teams. Communicate assessment data about individual student reading performance to parents. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

REED 540 Children’s Literature 3 cr.
Content and form of children’s literature in books other than school textbooks. How to evaluate literature and use literary materials in teaching.

REED 610 Foundation of Teaching Reading 3 cr.
Methods and materials for teaching reading, including the elementary school reading program. The application of research to the teaching of beginning readers, reading as a learning process. This course must be taken first in the reading core sequence. Fall.

REED 617 Teaching Reading in the Content Areas 3 cr.
Methods to develop reading skills as part of the teacher’s regular classroom instruction. Problems related to teaching students the skills specifically needed to read subject areas. Spring.

REED 620 Diagnosis and Correction of Reading Difficulties 3 cr.
Investigation of causes of reading disabilities and treating them. Individual and group testing and remedial techniques. Spring. Prerequisite: REED 610.

REED 635 Middle and Secondary School Reading 3 cr.
For developmental, corrective or remedial reading teachers in grades 4-12. Emphasis on theory and practice of instruction in the areas of comprehension, vocabulary and study skills. Prerequisite: REED 610 or REED 617.

REED 636 The Psychology of Reading and Reading Difficulties 3 cr.
The reading process, including types of reading difficulties and their causes. Fall. Prerequisite: REED 610.

REED 637 Organizing and Administering the Reading Program 3 cr.
Reading program development, including in-service education in reading, evaluation of instructional materials, school and classroom organization for reading instruction, evaluation of the school reading program and working with content teachers. Fall. Prerequisite: REED 620.

REED 638 Reading Capstone 3 cr.
Conduct action research in diverse school environments as a means of influencing literacy practices and instruction. Assume coaching role during practicum experiences to support teachers' professional development. Share field research findings through school and symposium presentations. Offered during fall and spring semesters. Graded P/NC. Prerequisite: completion of program course requirements or permission of instructor; taken during final semester.

REED 695 Reading Clinic 3-6 cr.
Combined class lecture and lab experience focusing on diagnosing and tutoring disabled readers. Students required to complete two 3-credit clinics, Part 1 in the fall semester, Part 2 in the spring semester. 6 credit hours when clinic is offered in the summer. Repeatable for maximum of 6 credits. Prerequisite: REED 620.

SCCO 601 Program Planning and Service Delivery 3 cr.
The development, organization and administration of the school counseling program, K-12. Included are the principles upon which the program is built, appropriate procedures for successful program implementation and professional counselor strategies and behaviors. Not open to students who have received credit for the former GUCO 601. Prerequisite: admission to the School Counseling program or permission of instructor.

SCCO 602 Applied Readings in School Counseling 3 cr.
Application of current literature to the field of school counseling. Journals, books and other sources of information, such as Internet resources, will be examined with the purpose of applying current information to the practical work of the school counselor. Not open to students who have received credit for the former GUCO 602. Prerequisite: SCCO 600, admission to the School Counseling program or permission of instructor.

SCCO 606 Social and Cultural Diversity: Issues and Counseling Interventions 3 cr.
Designed to promote understanding of social and cultural diversity relevant to a K-12 educational setting. Examines how one’s cultural identity impacts one’s beliefs, values and actions in a counseling situation. Provides a framework and skills for competent ethical practice with such issues as gender, race, ethnicity, socioeconomic status, religion, sexual orientation, exceptionailities, family structure and geographic location. Assignments focus on identification and development of one’s values, beliefs, cultural identity and biases and their impact on the counseling process. Prerequisites: SCCO 600 and admission to the School Counseling program or permission of instructor.

SCCO 608 Lifestyle, Career Development and Decision Making 3 cr.
Designed to provide prospective counselors with knowledge and skills in helping students develop a realistic career plan through the synthesis of knowledge of self and the world of work. Not open to students who have received credit for the former GUCO 608. Prerequisite: admission to School Counseling program or permission of instructor.

SCCO 609 Theories and Techniques in School Counseling 3 cr.
Designed to familiarize school counseling students with the primary theories and techniques that are applicable to the K-12 setting. Emphasis placed on application of the theories to the needs of K-12 school children and their families. Additional focus on development of a personal theoretical approach to counseling children and understanding of how the techniques support the theory. Prerequisites: Admission to the School Counseling program or permission of instructor, SCCO 600, SCCO 601.
SCCO 610 Legal, Ethical and Professional Issues in School Counseling 3 cr.
Designed to provide a legal and ethical framework for school counselors. Provides prospective school counselors with a basis for developing professional code of ethics within the framework of the standards established by the American Counseling Association. Topics such as relevant court cases, child abuse issues and confidentiality will be explored. Not open to students who have received credit for the former GUCO 610. Prerequisites: SCCO 600, 601, 606, 609, 619, admission to School Counseling program, or permission of instructor.

SCCO 612 Practicum 3 cr.
An academic and experiential class designed to provide candidates with in vivo learning experiences regarding the role of the professional school counselor in the K-12 environment. Supervised experience at one level (elementary, middle or high school) for a total of 100 clock hours. Represents the initial hands-on experience as part of the professional training program for school counseling. Taken in the third semester of coursework for full-time students, concurrent with the SCCO 610 Ethics course and prior to the internship semester. Offered once per year for full-time students. Prerequisites: completion of core School Counseling course, EXCEPT for SCCO 610 and SCCO 613 (which may be taken concurrently), SCCO 692, SCCO 693 and permission of program coordinator.

SCCO 613 Group Dynamics and Interventions in the School Setting 3 cr.
Provides prospective school counselors with knowledge and skills in the application of group procedures to the school setting K-12, including appropriate techniques in group guidance, group counseling and school consultation. Not open to students who have received credit for the former GUCO 613. Prerequisites: admission to School Counseling program or permission of instructor; SCCO 600 and 609.

SCCO 619 Assessment Issues in the School Setting 3 cr.
Provides prospective school counselors with knowledge and skills related to the philosophy, selection and implementation of student appraisal techniques, including the development, content and trends in school testing programs. Review of standardized and teacher-made testing and measurement. Interpretation of testing results. Not open to students who have received credit for the former GUCO 619. Prerequisite: EDUC 603, admission to the School Counseling program or permission of instructor.

SCCO 625 Counselor as a Person 3 cr.
Exploration of the interface between the person of the counselor and the professional role demands. Focus on elements and issues in the personal and professional arenas of counselor’s life as they impact ability to function effectively in the counseling process. Emphasizes self-awareness and maintenance of balance and healthy boundaries as essential components of ethical practice. Not open to students who have received credit for the former EDUC 590 or PSYC 692 special topics Counselor as a Person course. Prerequisite: PSYC 510 or 600, or SCCO 600, admission to the School Counseling program or permission of instructor.

SCCO 633 Advanced Counseling and Consulting Strategies With Specific Populations 3 cr.
Advanced counseling and consulting strategies appropriate for assisting various types of clientele encountered in a K-12 environment. Topics will vary based on current issues and needs. Not open to students who have received credit for the former GUCO 633. Prerequisite: SCCO 600, admission to the School Counseling program or permission of instructor.

SCCO 692 School Counseling Seminar 3 cr.
Through the study of recent professional literature in selected topic areas, students will increase their awareness and knowledge of significant trends in issues in guidance and will become more familiar with the current guidance procedures and techniques. Not open to students who have received credit for the former GUCO 692. Prerequisite: admission to the School Counseling program or permission of instructor.

SCCO 693 Internship in School Counseling 1-6 cr.
An academic as well as experiential class in which the student is responsible for providing 500 clock hours of counseling services to young people enrolled in grades K-12. Supervised experience in elementary, junior high (middle) school and secondary school counseling. A total of 6 graduate credits is required and may be taken over a one or two semester time period. Represents an integration of learned guidance and counseling skills as well as the relation of theory to practice. Taken during the last semester(s) of a student’s program of study. Not open to students who have received credit for the former GUCO 693. Repeatable for maximum of 6 credits. Prerequisites: completion of all core school counseling courses and permission of program coordinator.

SCED 510 Secondary Methods and Curriculum 3 cr.

SCED 511 English in the Secondary School 3 cr.

SCED 514 Mathematics in the Secondary School 3 cr.

SCED 515 Methods of Teaching Modern Foreign Languages 3 cr.
Subject methods course required for secondary certification in teaching foreign language. Prerequisite: admission to the M.A.T. Secondary program.

SCED 519 Science in the Secondary School 3 cr.
Subject methods course required for secondary certification in teaching science. Modern trends in curriculum and instruction. Prerequisite: admission to the M.A.T. Secondary program.

SCED 520 Social Studies in the Secondary School 3 cr.
Subject methods course required for secondary certification in teaching social studies. Modern trends in curriculum and instruction. Prerequisite: admission to the M.A.T. Secondary program.

SCED 696 Practicum I With Secondary Seminar 6 cr.
An intensive experience in the secondary school setting for the initial certification student. Experience centers on the knowledge, skills and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Peer coaching and collaborative efforts emphasized. Involvement with the school improvement process and school reform. Emphasis given to development of intern’s professional portfolio. Prerequisites: admission to the M.A.T. Secondary program; completion of SCED 510 and concurrent enrollment in SCED content methods course recommended.

SCED 697 Practicum II With Secondary Seminar 6 cr.
An intensive experience in the secondary school setting for the initial certification student. Experience centers on the knowledge, skills and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Peer coaching, collaborative efforts emphasized under the direction of a mentoring teacher. School improvement process and school reform. Continued development of the intern’s professional portfolio. Course is a continuation of Practicum I. Seminar is designed to address topics, issues and concerns as scheduled or needed and to integrate portfolio development and the research component and other aspects of the program within the practicum experience. Prerequisites: admission to the M.A.T. Secondary program; completion of SCED 696.

SPED 506 Arithmetic: Learning Disabilities and the Reluctant Learner 3 cr.
Introduction to learning disabilities and their interference with arithmetic performance in elementary school; teaching the undermotivated learner in mathematics.

SPED 510 Introduction to Special Education 1 cr.
History of special education in public schools. Study of legislative mandates and educational intervention procedures and resources. Definitions, characteristics and prevalence of specific disabilities. Observations and field-based study required. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.
SPED 551 Adapting Instruction in Diverse Classrooms 3 cr.
An understanding of the instructional and social development needs of the disabled and nondisabled students in inclusive classrooms. Special attention to collaboration, technology, legislation, educational programming, instructional strategies, inclusion models and current research related to the students enrolled in secondary school inclusion programs and K-12 programs. Prerequisite: admission to the M.A.T. Secondary program.

SPED 561 Characteristics of Exceptional Children 3 cr.
Etiology, diagnosis, physical, emotional, and social characteristics of exceptional children, including the gifted, retarded, and physically handicapped.

SPED 562 Introduction to the Education of Exceptional Children 3 cr.
Understanding the educational needs of exceptional children; preventive and remedial education.

SPED 563 Teaching Children With Special Needs 3 cr.
Observation, identification and management of children with mild to moderate learning problems. Telecourse of 16 half-hour seminars with fifteen 2 1/2 hr. seminars. Prerequisite: permission of instructor.

SPED 581 The Gifted Learner 3 cr.
Study of recent research in characteristics, needs and problems of gifted learners; model programs; future possibilities. Prerequisite: Psychology 150 or Education 201 or permission of instructor.

SPED 582 Curriculum for the Gifted Learner 3 cr.
Theoretical and practical approaches to teaching gifted learners; constructing unique plans for each teacher’s needs. For those who deal with gifted learners. Prerequisite: at least one course in curriculum.

SPED 601 Assessment, Diagnosis and Evaluation of Exceptional Children 3 cr.
Basic concepts, ethical concerns, legal issues and typical procedures related to the assessment and monitoring of exceptional individuals. Appropriate application and interpretation of testing results. Appropriate use of widely accepted assessment instruments. Strategies that consider the influence of diversity on the special education process. Prerequisites: SPED 561 and SPED 562.

SPED 602 Instructional Content and Practices for Exceptional Children 3 cr.
Instructional strategies and practices to meet the needs of individuals with disabilities, including academic, behavioral, medical self-management, communication, vocational/career and general curriculum integrative needs. Prerequisites include 6 credit hours of special education course work.

SPED 603 Planning and Managing the Teaching and Learning Environment for Individuals With Disabilities 3 cr.

SPED 604 Managing Student Behavior and Social Interaction Skills 3 cr.
Strategies for promoting learning for students with behavior disorders. Ten weeks field experience component. Prerequisites: SPED 601 and 602.

SPED 605 Communication and Collaborative Partnerships in Special Education Programs 3 cr.
Strategies for communication and collaboration in working with individuals with exceptional learning needs, parents, school personnel and community agencies. Prerequisite: 6 hours in special education courses.

SPED 691 Seminar in Special Education 3 cr.
A case study approach to dealing with issues and problems that individuals with disabilities and those who provide educational services for them encounter during the school experience. Demonstrations of competency in appropriate technology required during the course. A culminating course for majors. Repeatable for maximum of 6 credits if topics are substantially different. Prerequisite: 18 hours of special education course work.

English

ENGL 502 Editing and Production 3 cr.
Design, layout and editing techniques for professional publications. Reinforcement of copy editing and proofreading skills. Spring, even-numbered years. Prerequisites: ENGL 308, 309, 310, 330 or 338.

ENGL 507 American Fiction: 1865-1922 3 cr.
American novels and short stories of the period, with special attention to literary history and the development of realism and naturalism. Spring, even-numbered years. Prerequisite: ENGL 300 or permission of instructor.

ENGL 508 Modern and Post-Modern American Fiction 3 cr.
American novels and short stories from the 1920s to the present from a variety of cultural and gender perspectives. Spring, odd-numbered years. Prerequisite: ENGL 300 or permission of instructor.

ENGL 516 History of the English Language 3 cr.
From the beginnings to contemporary usage; changes in sounds, grammatical and spelling forms, syntax and vocabulary. Spring only.

ENGL 518 Second Language Acquisition: Theory and Application 3 cr.
Introduction to theories of how people learn second languages, with application to conducting research or to the teaching/tutoring of second/foreign languages (principally English as a second language). Spring of even-numbered years. Prerequisites: ENGL 306 or 416 or LING 301 or permission of instructor.

ENGL 526 Modern American Poetry 3 cr.
From its antecedents in Whitman and Dickinson to contemporary poets, with emphasis on Frost and Eliot. Spring of even-numbered years. Prerequisite: ENGL 300 or permission of instructor.

ENGL 530 The Composing Processes 3 cr.
A survey of theory and research on the composing process. Prerequisite: 6 hrs. of writing courses.

ENGL 536 Advanced News and Feature Writing 3 cr.
Skills in gathering and writing news. Techniques of New Journalism and writing for magazines. Spring only. Prerequisite: ENGL 336 or permission of instructor.

ENGL 540 Literature of the Environment 3 cr.
Critical, multicultural and historical study of literature of the environment, emphasizing the variety of attitudes toward the land in essays and poetry. Fall, odd-numbered years.

ENGL 590 Selected Topics in English 3 cr.
A select aspect or body of literature of limited scope and topical interest. Subject varies; see Academic Schedule for specific titles. Repeatable for maximum of 6 credits if topics are substantially different. Offered at variable intervals.

ENGL 599 Independent Study 1-3 cr.
Reading and writing on a specific topic defined by the student with a faculty director and the chair of the Department. Repeatable for maximum of 6 credits if topics are substantially different.

ENGL 650 Literature and the Modern Humanities 6 cr.
Twentieth-century fiction, drama, poetry and essays with attention to writers’ responses to issues of technology, war, racism, sexism, religious belief and ideology. Developments in critical and aesthetic theory as well as seminal influences. Every third summer. Prerequisite: admission to the Modern Humanities program.