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The College of Education offers advanced degrees in these areas of study:

- Administration and Supervision
- Counseling
- Curriculum and Instruction
- Educational Leadership
- Elementary Education
- Health Administration
- Human Resource Development
- Industrial Education
- Nursing
- Parks, Recreation, and Tourism Management
- Reading
- Secondary Education
- Special Education
- Vocational/Technical Education

Courses are offered in coaching education and health to provide electives for students in other areas.

The College of Education offers the Ph.D. degree in curriculum and instruction, educational leadership and parks, recreation and tourism management. The M.S. degree is offered in nursing and parks, recreation and tourism management. The college also offers professional degree programs leading to the Master of Education, Master of Health Administration, Master of Human Resource Development, Master of Industrial Education, Master of Parks, Recreation, and Tourism Management, Specialist in Education and the Doctor of Education degrees. The College of Education and the College of Agriculture, Forestry, and Life Sciences cooperatively offer a Master of Agicultural Education program. The degree is awarded by the College of Agriculture, Forestry, and Life Sciences.

The focus of the graduate program is on preparing students for leadership positions in educational, health care, governmental and business organizations. Clinical and field experiences are common in many graduate programs. Many programs join with local, state, and federal agencies to provide real-world experiences and research projects for faculty and students. Many programs and courses are offered off campus and in the evening to accommodate the schedule of public schools, health-care institutions, businesses, and other organizations.

The College of Education offers graduate courses in the disciplines of education and nursing at various off-campus locations across the state. Off-campus course schedules for fall, spring, and summer offerings are published by the Office of Off-Campus Academic Programs. In addition, courses are taught by contract with local school districts in the Clemson University service region.

The mission of the School of Education is to prepare outstanding, reflective practitioners in education and human resource development through the provision of diverse experiences in content, method, and research that empower professionals to be effective members of the communities in which they live and serve.

The School of Education trains teachers, counselors, and leaders for the P-12 schools and training and development specialists for business and industry.

The School of Education embraces its conceptual framework of empowered professionals educating a diverse world. Empowered professionals utilize the knowledge of curriculum, technology, assessment and instruction/leadership/counseling strategies to effect learning for diverse populations.

Clemson University provides resources for courses and clinical experiences in method, research, and content knowledge which enable professionals to be reflective practitioners. Such practitioners are knowledgeable, ethical, caring decision makers responding to local, state, and world needs.

Clemson University is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the state of South Carolina for the preparation of educational personnel in South Carolina in early childhood education, elementary education, special education and the following secondary school programs: agriculture, technology education, biological sciences, physical sciences, earth sciences, mathematics, English, history and geography, political science and economics, psychology and sociology, administration and supervision, counseling and guidance services, curriculum and instruction, educational leadership, industrial education, secondary education, special education, and vocational/technical education.

In addition, there are programs in human resource development (HRD) at both the undergraduate and graduate levels designed to prepare competent professionals for a variety of employment, training and development settings in both industrial and public sector environments. These HRD programs serve professionals working in the areas of manufacturing, construction, health occupations, secretarial sciences, graphic communications, transportation, loss control, quality control, information services, and personnel management. The HRD specialists graduating from the program are prepared to provide training related to the following areas: skills and technical, management, and motivation. The School of Education has designated a series of courses to meet the growing demand for continual professional development in the state. Courses ED 631-635, ED 636 and ED 636, effective Fall 2000, will be used for recertification and nondegree purposes.

**M.Ed., Administration and Supervision Emphasis**

The Master’s of Education degree in administration and supervision is designed to provide experienced teachers (at least one year) with preparation as elementary or secondary school administrators or supervisors. The program provides a theoretical foundation in effective educational leadership, blended with insights into the practical exercise of such leadership.

**Admission Requirements:** Complete application package to the Graduate School should include: a GRE composite score of 1240 or a Miller Analogies Test score of 36; a minimum of one year of teaching experience or equivalent; official transcripts; three letters of recommendation; and an undergraduate GPR of 2.5 overall or 2.70 on the last 60 hours.

**Program Requirements:** This program incorporates the academic requirements for certification as a principal and supervisor in South Carolina. Forty-two (42) hours of graduate credit are required.

**Program Core Courses:** Students must complete the following core courses including 33 hours in educational administration:

**ED L 700:** Public School Administration, 3 cr. (3 and 0)

Theoretical bases of school administration; organizational principles, patterns and practices in public schools; decision making; administration of programs and services. **Prerequisite:** Three graduate education courses or permission of instructor.

**ED L 705:** The Principalship, 3 cr. (3 and 0)

Roles and responsibilities of the principalship including the organization and administration of schools.
ED L 710: Organizational Theory for School Administrators, 3 cr. (3 and 0)
Theory of management, communication, human relations, social systems, motivation, contingency, decision making and change. Prerequisite: ED L 700.

ED L 715: School and Community Relationships, 3 cr. (3 and 0)
Interdependence of school and community; identifying and defining societal expectations of schools and effect of these expectations on educational policy; impact of social, political, economic and demographic change on educational policy.

ED L 720: School Personnel Administration, 3 cr. (3 and 0)
School personnel selection, practices and problems. Prerequisites: ED L 700 and 705.

ED L 725: Legal Phases of School Administration, 3 cr. (3 and 0)
Legal principles involved in school administration and in court actions. Prerequisites: ED L 700 and 710.

ED L 730: Techniques of Supervision—the Public Schools, 3 cr. (3 and 0)
Improving, coordinating and evaluating instruction; modern trends of supervisory practices. Prerequisites: ED L 700 and 710.

ED L 745: School Finance, 3 cr. (3 and 0)
School finance relative to programs, revenues and experience. Prerequisites: ED L 700 and 735.

ED L 750: Field Experience in Elementary Administration and Supervision, 3 cr. (1 and 4)
Practicum with an experienced elementary administrator or supervisor. May be repeated for a maximum of six credits. Prerequisites: ED L 700 and 710.

ED L 755: Field Experience in Secondary Administration and Supervision, 3 cr. (1 and 4)
Practicum with an experienced secondary administrator or supervisor. May be repeated for a maximum of six credits. Prerequisites: ED L 700 and 710.

ED L 795: School Leadership Information Systems, 3 cr. (2 and 2)
Use of computers and related technologies for decision making by public school leaders; logistics of information management, sources of information, communication with technology and integration of technology into the leadership function.

ED L 735: Educational Evaluation, 3 cr. (3 and 0)
Evaluation theory and design applied to classroom instruction and to evaluation procedures applicable to school center and district programs and projects. Prerequisites: ED L 700 and 710.

ED L 740: Curriculum Planning and Improvement for School Administrators, 3 cr. (3 and 0)
Role of leadership in curriculum planning and improvement: curriculum evaluation and development, change, programmatic requirements, co-curriculum, organization, scheduling, planning, management and technology. Prerequisites: ED L 700 and 710.

ED F 778: Experimental and Nonexperimental Research Methods in Education I, 3 cr. (3 and 0)
Types of educational research and uses; logical bases of quantitative and qualitative analysis techniques; basic research issues important in education; educational research design and procedures; introduction to measurement and evaluation; applications to special problems in classroom settings and program development; and evaluation in curriculum, administration and educational support services. Prerequisite: EX ST 301 or equivalent or permission of instructor; ED F 808 recommended.

Course Levels: Courses must be taken in sequence within three levels.

Level I consists of ED L 730, ED L 700, ED L 710, and ED L 735. Two of the three must be completed before attempting Level II or Level III.

Level II consists of ED L 705, ED L 720, ED L 725, ED F 778. Two of the three must be completed before attempting Level III courses.


Ed.S., Administration and Supervision Emphasis
The Ed.S. in Educational Administration and supervision is designed to provide students with preparation as senior-level school administrators. The program provides the academic requirements for certification as a superintendent in South Carolina. Additionally, it fulfills the certification requirements of states which specify the completion of a nationally accredited two-year program of graduate study leading to certification as a school administrator.

Admission Requirements: Complete application package to the Graduate School should include a master's degree; a GRE composite score of 1280 or a Miller Analogies Test score of 37; official transcripts; three (3) letters of recommendation; and a GPR of 3.25 or better on all previous graduate work.

Program Requirements: A student must be certified as a principal prior to formal admission to the Ed.S. program. Students without certification must fulfill the program requirements for principal certification before they can be admitted to candidacy for the Ed.S. degree. Candidacy is defined as the final 21 hours of the program (Level II and Level III courses).

Program Core Courses: Students must complete 30 hours in educational administration including the following core courses:

ED L 805: Advanced Educational Leadership: Theory and Practice, 3 cr. (3 and 0)
Principles and theories of leadership as practiced in the institutional setting. Prerequisites: ED L 700, 715 and 730.

ED L 810: Introduction to School Building Planning, 3 cr. (2 and 2)
Planning of educational facilities from conception of need through utilization of facility. Prerequisite: ED L 700.

ED L 815: The Superintendency, 3 cr. (3 and 0)
Current, in-depth study of the superintendency, including relationships with school boards, faculty, staff and community, for practicing and aspiring educational administrators. Prerequisite: Admission to the educational specialist program or the doctoral program.

ED L 820: Politics of Education, 3 cr. (3 and 0)
Politics of education in the United States including the complex interrelationships among administrators, special interest groups, politicians and knowledge brokers.

ED L 830: Business Management in Education, 3 cr. (2 and 3)
Fiscal management of individual schools and districts, including budgeting, purchasing and accounting for funds. Prerequisites: ED L 700, 725 and 745.

ED L 839: Research Methods in Educational Leadership, 3 cr. (3 and 0)
Development of design, method and procedures for conducting the educational specialist project. Course culminates in the completion and presentation of the project prospectus for approval by the instructor and the student's major advisor. Prerequisites: ED L 800, 805, 820 and permission of instructor.

ED L 840: Field Problems in School Administration and Supervision of Instruction, 3 cr. (2 and 3)
Application of research techniques and practices in solution of field problems in school administration and supervision. Prerequisites: ED L 700 and ED F 778.

ED L 850: Practicum in School System Administration and Supervision, 3 cr. (1 and 4)
Practicum with an experienced school-system-level administrator or supervisor. May be repeated for a maximum of six credits. Prerequisites: ED L 800, 805 and permission of instructor.

ED L 950: Educational Policy Studies, 3 cr. (3 and 0)
Critical analysis of the sources and nature of educational policy and how policy is developed, administered and assessed for public schools. Prerequisite: Admission to doctoral studies.
Course levels: Courses must be taken in sequence within three levels.

Level I consists of ED L 820, ED L 830, ED L 810, ED L 815.
Level II consists of ED L 805, ED L 800/950, ED L 839.
Level III consists of ED L 850, ED L 840, ED L 925.

Ph.D., Educational Leadership Emphasis

The Doctor of Philosophy degree in educational leadership is designed to provide students with a strong background in two basic academic areas: educational research and educational leadership. It provides students with competencies and skills needed for effective functioning in a formal leadership capacity in an educational (or related service) organization.

As the highest academic degree granted by Clemson University, the Ph.D. is designed to prepare students to become scholars who can discover, integrate and apply knowledge. Furthermore, the intent is to produce effective administrators. This preparation enables students to understand and critically evaluate existing knowledge in educational leadership. This is accomplished through close association with and apprenticeship to faculty members experienced in research, teaching and administration.

A student admitted to the educational leadership doctoral program must begin course work within one year from the semester of acceptance or re-apply for admission. Students are discouraged from taking more than six (6) hours of doctoral course work prior to being admitted to the program. (This does not preclude the use of courses completed in the EdS degree in educational administration.)

Admission Requirements: Complete application package to the Graduate School should include: A GRE composite score of 1450 (a minimum of 500 on the verbal and quantitative sections); master's degree, official transcripts; three letters of recommendation; and a two-page letter discussing reasons for pursuing the Ph.D. degree. This letter may be used as a writing sample. An interview is optional.

Program Requirements: Graduate programs at the doctoral level must maintain flexibility. The program of study will be developed by the student's program committee and will conform with departmental policy requiring a minimum of 76 graduate credit hours beyond the master's degree, including the 18 hours of research project (ED L 991, Dissertation Research).

Students who have not completed course work prerequisites for entrance into the program in educational leadership must complete such course work as specified by the program committee. All preprimary course work assigned by the program committee must be completed before proceeding with the required program.

Program Core Courses: Students must complete the following core courses: total core semster hours - 28; K through 12 students - 31.

ED L 900: Principles of Educational Leadership, 3 cr. (3 and 0)

Advanced leadership theory; the nature of leadership, major theories of leadership and their application in educational organizations. Prerequisite: Must have passed the preliminary examination in the Ph.D. program in educational leadership.

ED L 905: Theory and Practice in Educational Leadership, 3 cr. (3 and 0)

Advanced organizational and leadership theory; major theories of organization and their applications in understanding the roles of governmental agencies in society. Prerequisite: Admission to the doctoral program.

ED L 910: Introductory Doctoral Seminar, 3 cr. (3 and 0)

Educational leadership for beginning doctoral students providing an introduction to the conceptual and theoretical frameworks of educational leadership for both public school and higher education administration. Prerequisite: Permission of instructor.

ED L 925: Instructional Leadership, 3 cr. (3 and 0)

Preparation for a career in educational leadership; the principal's functions regarding the effective school's movement as incorporated in instructional leadership.

ED L 989: Advanced Doctoral Seminar I, 3 cr. (3 and 0)

Exploration of educational leadership topics. Culminates in the selection of a topic for presentation and approval, and the development of Chapter I of a prospectus. Graded on a pass/fail basis. Prerequisites: ED L 900, 905, 910 and permission of instructor.

ED L 990: Advanced Doctoral Seminar II, 3 cr. (3 and 0)

Seminar for advanced students focusing on the preparation of dissertation Chapters I-III.

ED F 878: Experimental and Nonexperimental Research Methods in Education II, 3 cr. (3 and 0)

Advanced concepts and skills necessary to analyze, conduct and evaluate educational research; nonexperimental, quasi-experimental and experimental design specific to problems in educational research; complementary educational research methods involving qualitative approaches; coding and computer analysis of sample data; summarization and interpretation of data; applications of measurement and evaluation in educational research. Prerequisites: ED F 778, 808 and EX ST 801, or equivalent.

ED F 879: Qualitative Research in Education, 3 cr. (3 and 0)

Application of qualitative studies to educational questions; nature of qualitative research; rationale and applications of qualitative research methods; integration of qualitative and quantitative research methods. Prerequisite: ED F 778, 878 or equivalent.

ED L 995: Directed Research, 1-4 cr. (1-4 and 0)

Research option for graduate students to pursue a line of inquiry in education under the direction of faculty. Specific educational question is investigated and reported using appropriate methodology. Graded on a pass/fail basis. May be repeated for a total of four hours. Prerequisite: Admission to doctoral studies or permission of instructor.

EX ST 801: Statistical Methods I, 4 cr. (3 and 3) F, S, SS

Role and application of statistics in research; estimation, test of significance, analysis of variance, multiple comparison techniques, basic designs, mean square expectations, variance component analysis, simple and multiple linear regression and correlation, and non-parametric procedures. Prerequisite: Permission of instructor.

An 18-hour minimum is required from the following listing of courses. Other courses may be approved by the department.

ED L 765: Assessment in Higher Education, 3 cr. (3 and 0)

Outcomes assessment and institutional effectiveness movement including assessment techniques, instrument selection, analysis of assessment data and reporting of assessment findings. Prerequisite: Permission of instructor.

ED L 805: Advanced Educational Leadership: Theory and Practice, 3 cr. (3 and 0)

Principles and theories of leadership as practiced in the institutional setting. Prerequisites: ED L 700, 715 and 730.

ED L 810: Introduction to School Building Planning, 3 cr. (2 and 2)

Planning of educational facilities from conception of need through utilization of facility. Prerequisite: ED L 700.

ED L 815: The Superintendency, 3 cr. (3 and 0)

Current, in-depth study of the superintendency, including relationships with school boards, faculty, staff and community, for practicing and aspiring educational administrators. Prerequisite: Admission to the educational specialist program or the doctoral program.

ED L 820: Politics of Education, 3 cr. (3 and 0)

Politics of education in the United States including the complex interrelationships among administrators, special interest groups, politicians and knowledge brokers.

ED L 830: Business Management in Education, 3 cr. (2 and 3)

Fiscal management of individual schools and districts, including budgeting, pur-
ED L 850: Practicum in School System Administration and Supervision, 3 cr. (1 and 4)
Practicum with an experienced school-system-level administrator or supervisor. May be repeated for a maximum of six credits. Prerequisites: ED L 800, 805 and permission of instructor.

ED L 885: Selected Topics in Educational Administration, 1-3 cr. (1-3 and 0)
Current literature and results of current research. Topics vary from year to year. May be repeated for a maximum of six credits.

ED L 915: Educational Planning, 3 cr. (3 and 0)
Systems approach to planning and management, and the measurement and interpretation of performance results.

ED L 930: Complex Organizations at the Edge of Chaos, 3 cr. (3 and 0)
Formal and informal social organization relative to recent advances in chaos and complexity theories; chaos and complexity theory, organizational theory, philosophical premises, network analysis, mathematical modeling, artificial life simulations, game theory, catastrophe theory, social evolution, social morphology and nonlinear theories of social organization. Prerequisite: One graduate level organizational theory course or permission of instructor.

ED L 935: History of Higher Education, 3 cr. (3 and 0)
Development of higher education from the 11th century to the present with emphasis on the United States.

ED L 940: Advanced Design and Analysis of Research in Educational Leadership, 3 cr. (2 and 2)
A cumulative research course for Ph.D. students in educational leadership; emphasizes conceptual understanding of field research strategies, design qualitative studies and independence as a researcher. Prerequisite: Advanced research and statistics.

ED L 950: Educational Policy Studies, 3 cr. (3 and 0)
Critical analysis of the sources and nature of educational policy and how policy is developed, administered and assessed for public schools. Prerequisite: Admission to doctoral studies.

ED L 955 (VT ED 955): The Two-Year College, 3 cr. (3 and 0)
Historical developments, functions, organization and administration of the two-year college. Prerequisite: Admission to doctoral studies or permission of instructor.

ED L 960: Legal Principles in the Administration of Institutions of Higher Education, 3 cr. (3 and 0)
General principles of higher education law from the points of view of statute and common law practice. Prerequisite: Admission to doctoral studies or permission of instructor.

ED L 965: Higher Education Finance, 3 cr. (3 and 0)
Higher education finance relative to sources of revenue, expenditures and planning.

ED L 970: Foundations of Higher Education, 3 cr. (3 and 0)
Survey of American higher education including its historical, political, philosophical and social aspects. Prerequisite: Admission to doctoral studies.

ED L 972: Ethics in Educational Leadership, 3 cr. (3 and 0)
The ethical issues involved in administering educational institutions; moral leadership, ethical work environments and decision making models.

ED L 976: External Effectiveness in Higher Education, 3 cr. (3 and 0)
Optimum structures and strategies for fundraising, public relations, constituent relations, governmental affairs and governing boards necessary for a college or university to communicate effectively with its constituents.

ED L 980: Current Issues in Educational Leadership, 1-3 cr. (1-3 and 0)
Topics and issues as determined by the needs of the students and the instructor. Prerequisites: Graduate status and permission of instructor.

Cognates
Cognates are courses from another area of study. As a part of their program of study, each student must complete six graduate semester hours in a field outside education. All six hours must be from the same discipline and approved by the student's graduate committee.

Dissertation
A minimum of 18 credit hours are required for the dissertation.

ED L 991: Doctoral Dissertation Research, credit to be arranged
Internship
All students are required to complete six hours of internship credit.

ED L 985: Internship in Educational Leadership, 3 cr. (1 and 4)
Experience working in a chosen area of specialization in educational leadership, either in public schools or institutions of higher education. Experience planned to build competence in the student's field of specialization. May be repeated for a maximum of six credits. Graded on a pass/fail basis. Prerequisites: ED L 900, 905, 910 and permission of major advisor.

Counseling

The Master's in Education in counseling prepares students in one of the following specialty areas: community counseling, elementary school counseling, secondary school counseling and student affairs practice in higher education. Graduate education in the counseling program is designed to help students realize their potential as practicing counselors and administrators, engage in professional relationships, and develop a set of meaningful professional values. To this end, the program reflects current knowledge from lay and professional groups concerning current and projected counseling and human development needs of a pluralistic society. Cultural considerations are emphasized so that the experiences provided will be rewarding and useful in today's ever-changing society.

The faculty of the counseling program is dedicated to educating and training counseling professionals to function in culturally diverse settings. This program utilizes an "integrative practitioner training" model emphasizing development, prevention, enhancement and the diagnosis and remediation of psychological disorders. The programs are designed to provide a challenging, yet supportive, environment that promotes professional orientation, practice and self-awareness.

Clemson University recognizes laboratory settings and field-based experiences as providing the student with (1) a realistic perspective on the field; (2) an integrating experience for knowledge and skills acquired in the classroom; (3) a situation that maximizes self-awareness, self-direction and self-evaluation; and (4) feedback on his/her progress and development.

Clemson University acknowledges the importance of close supervision in practica or internship placements as a means of maximizing student training and preventing inadvertent harm to clients. Practica and internships are designed so that the focus and intensity of supervision will change as students acquire competent beginning, intermediate and advanced skills. The University supervisor provides each supervisee with periodic performance and evaluation feedback throughout the supervised experience. At no point is any student to engage in any field-based practica experience without the permission of the major adviser.

Practica currently require 100 hours and internships 600 hours of on-site counseling activities, a minimum of one hour of individual supervision per week, a formal log of all activities, and regular meetings with the student's supervisor.

Upon completion of 33 hours, students may be given permission by their major advisor to take the comprehensive examination. It is the student's responsibility to have an approved GS-2 form on file with the Graduate
School prior to taking the comprehensive examination and making sure that his/her name is on the list to take the comprehensive examination. Students generally take a three-hour written examination. Community counseling students are also required to take and pass the national Counselor Preparation Comprehensive Examination (CPCE). Each examination is highly structured to include all the courses that are required by each program. Each student is assigned a major advisor chosen from the counseling faculty. It is required that students meet with their advisor at least once a semester to ensure appropriate course sequencing.

Admission Requirements: Complete application package to the Graduate School should include: undergraduate transcript representing GPA of 2.7 overall, or 3.0 for the last 60 hours on a 4.0 scale. If the undergraduate GPA is not met, the GRE must be taken. Students must obtain a composite score of 1350: two recommendation letters; letter of intent; approval of the counseling faculty.

Additional Requirement for community counseling track: a minimum of 12 semester hours of psychology and/or sociology, graduate or undergraduate.

Additional Requirement for school counseling track: a valid professional education certificate.

Additional Requirement for student affairs track: experience in higher education and/or current employment in higher education.

Core Requirements Goals: The student will: develop respect for the dignity and worth of the individual; develop commitment to the fulfillment of human potential; understand educational and counseling processes; gain knowledge in his/her particular field of counseling; develop competence in the application of professional expertise in counseling; gain knowledge of the role and function of professionals in related fields; develop a commitment to inquiry; and develop maturity in self-development.

M.Ed., Community Counseling Emphasis

Students completing the M.Ed. program in counseling with an emphasis in community counseling will demonstrate: an ability to effectively work with community and other agency personnel; an ability to meet qualifications for certification or licensure; understanding and skills related to counseling needs in the environment in which they choose to work; a high degree of self-understanding; an ability to effectively communicate with diverse cultural groups; a knowledge about counseling across the life span; human evaluation and research skills; a high degree of sensitivity and acceptance of others' behavior; an awareness of responsibilities specific to a variety of community agencies; and ethical practices.

Community Counseling Specialty Area (48 semester hours)

I. Area of Specialization (36 semester hours)

ED F 701: Human Growth and Development, 3 cr. (3 and 0)
Theory and research in human development and its impact on the teaching/learning process. Prerequisites: ED 334, 335, 336 or equivalent; classroom teaching experience.

ED F 778: Experimental and Nonexperimental Research Methods in Education I, 3 cr. (3 and 0)
Types of educational research and uses; logical bases of quantitative and qualitative analysis techniques; basic research issues important in education; educational research design and procedures; introduction to measurement and evaluation; applications to special problems in classroom settings and program development; and evaluation in curriculum, administration and educational support services. Prerequisite: EX ST 301 or equivalent or permission of instructor; ED F 808 recommended.

ED C 805: Community Counseling, 3 cr. (3 and 0)
History and description of various counseling services provided in agency settings, the type of client populations served and existing legislative acts mandating these services; emphasis on theoretical perspectives of mental disorders, diagnostic concepts and frameworks, treatment and intervention models, and counseling theory.

ED C 810: Theories and Techniques of Counseling, 3 cr. (3 and 0)
Counseling theories and techniques. Prerequisite: ED C 801 and 802 or permission of instructor.

ED C 811: Multicultural Counseling, 3 cr. (3 and 0)
Respect of counselors to all people regardless of race, sex, gender, socioeconomic status, subculture, etc.; content and theory related to counseling multicultural individuals/groups.

ED C 812: Career Counseling, 3 cr. (3 and 0)
Gathering, interpreting and utilizing educational, social and occupational information; techniques used in placement, survey and follow-up.

ED C 813: Appraisal Procedures, 3 cr. (2 and 2)
Experience in gathering, interpreting and utilizing data as it relates to the individual; especially significant to counselors. Prerequisite: ED F 608 or permission of instructor.

ED C 814: Development of Counseling Skills, 3 cr. (3 and 0)
On-campus experience to help counselors develop communication skills through role-playing activities, audio and videotaping, interviewing, lecture and discussion. Prerequisite or Corequisite: ED C 810.

ED C 815: Group Counseling, 3 cr. (3 and 0)
Experience as a member of a group to aid the student in understanding group dynamics and the role of a group member as a participant and facilitator; emphasis is on small group participation, communication skills and self-understanding. Prerequisite: Permission of instructor.

ED C 816: Introduction to Marriage and Family Counseling, 3 cr. (3 and 0)
Major models and techniques of marriage and family counseling. History research, legal, ethical and other professional issues will be surveyed as well as concepts related to family life cycle, healthy family functioning, divorce, ethnicity, problem conceptualization and nontraditional structures. Prerequisites: ED C 810 or 814 or permission of instructor.

ED C 822: Addictions Counseling, 3 cr. (3 and 0)
Comprehensive overview of the phenomenon of chemical dependence and addiction; current methods of identification and intervention; and awareness of how addictions affect individuals, families, schools and communities. Prerequisite: Permission of instructor.

ED C 823: Advanced Counseling Techniques and Strategies, 3 cr. (3 and 0)
Development of in-depth counseling skills; techniques for working with a wide variety of populations and/or problems. Prerequisites: ED C 810, 814, 815 and completion of 30 hours in a master’s program in counseling or certification as a school counselor.

II. Field Experiences (nine semester hours)*

ED C 836: Community Practicum, 3 cr. (1 and 6)
Supervised field experiences in counseling and other services in a community agency setting. Prerequisite: ED C 810, 814 or permission of instructor.

ED C 846: Community Counseling Internship, 1-6 cr. (1 and 1-6)
Students apply previous knowledge of counseling theory and techniques in a supervised field experience to professional mental health counseling settings. Prerequisites: EDF 701, ED C 805, 810, 813, 814, 815, 836, and permission of instructor (600 clock hours).

III. Elective (three semester hours)

Under advisement, elective must be approved by program faculty.

Testing Requirements: Upon completion of 33 semester hours in the program, students are eligible to take the program’s Comprehensive Examination. This exam is given once every semester and is required for graduation. The Comprehensive Exam consists of two sections: (1) The Counselor Preparation Comprehensive Examination (CPCE), a 160-item multiple-choice test, and (2) comprehensive essay questions. Both sections of the Comprehensive Examination must be passed prior to graduation. Each student is allowed to take the Examination twice. Failure on two administrations results in dismissal from the program.

* Students must take 21 hours before taking the internship.
M.Ed., School Counseling Emphasis

Students completing the M.Ed. program in Counseling with an emphasis in School Counseling will demonstrate: ability to effectively work with students, teachers, administrators and other members of the community; a high level of expertise in counseling appraisal, theory, skills and intervention techniques. Qualifications for state and national certification as school counselors: ability to conduct a comprehensive and developmental school guidance and counseling program; a healthy self-awareness and understanding; counseling within the framework of their respective association’s legal and ethical standards; ability to counsel with sensitivity, caring and an appropriate approach in diverse environments; ability to perform in a consultative capacity both within and outside of the school environment.

Elementary School Counseling Specialty Area (48 semester hours)

I. Foundations (nine semester hours)

ED F 701: Human Growth and Development, 3 cr. (3 and 0)
Theory and research in human development and its impact on the teaching/learning process. Prerequisites: ED 334, 335, 336 or equivalent; classroom teaching experience.

ED F 702: Advanced Educational Psychology, 3 cr. (3 and 0)
Educational applications of research and theory on objectives, motivation, class climate, class management and learning theory. Prerequisite: ED 302 or equivalent; classroom teaching experience recommended.

ED F 778: Experimental and Nonexperimental Research Methods in Education I, 3 cr. (3 and 0)
Types of educational research and uses; logical bases of quantitative and qualitative analysis techniques; basic research issues important in education; educational research design and procedures; introduction to measurement and evaluation; applications to special problems in classroom settings and program development; and evaluation in curriculum, administration and educational support services. Prerequisite: EX ST 301 or equivalent or permission of instructor; ED F 808 recommended.

II. Area of Specialization (27 semester hours)

ED C 801: Foundations of Counseling in the Elementary School, 3 cr. (3 and 0)
Specialized information concerning theory and practice of elementary school counseling; opportunity to explore elementary school counseling techniques.

ED C 810: Theories and Techniques of Counseling, 3 cr. (3 and 0)
Counseling theories and techniques. Prerequisite: ED C 801 and 802 or permission of instructor.

ED C 811: Multicultural Counseling, 3 cr. (3 and 0)
Responsibility of counselors to all people regardless of race, sex, gender, socioeconomic status, subculture, etc.; content and theory related to counseling multicultural individuals/groups.

ED C 812: Career Counseling, 3 cr. (3 and 0)
Gathering, interpreting and utilizing educational, social and occupational information; techniques used in placement, survey and follow-up.

ED C 813: Appraisal Procedures, 3 cr. (2 and 2)
Experience in gathering, interpreting and utilizing data as it relates to the individual; especially significant to counselors. Prerequisite: ED F 808 or permission of instructor.

ED C 814: Development of Counseling Skills, 3 cr. (3 and 0)
On-campus experience to help counselors develop communication skills through role-playing activities, audio and videotaping, interviewing, lecture and discussion. Prerequisite or Corequisite: ED C 810.

ED C 815: Group Counseling, 3 cr. (3 and 0)
Experience as a member of a group to aid the student in understanding group dynamics and the role of a group member as a participant and facilitator; emphasis is on small group participation, communication skills and self-understanding. Prerequisite: Permission of instructor.

ED C 816: Introduction to Marriage and Family Counseling, 3 cr. (3 and 0)
Major models and techniques of marriage and family counseling. History research, legal, ethical and other professional issues will be surveyed as well as concepts related to family life cycle, healthy family functioning, divorce, ethnicity, problem conceptualization and nontraditional structures. Prerequisites: ED C 810 or 814 or permission of instructor.

ED C 820: The School Counselor as Consultant, 3 cr. (3 and 0)
Rationale, content and consultation process in school and nonschool settings; study of and practice in various counseling activities. Prerequisite: ED C 801 or permission of instructor.

III. Field Experiences (nine semester hours)

ED C 830: Elementary School Counseling Practicum, 3 cr. (1 and 6)
Supervised field experience in counseling and other services in an elementary school. Prerequisite: ED C 801, 810, 814 or permission of instructor (100 clock hours).

ED C 831: Elementary School Counseling Practicum II, 3 cr. (1 and 6)
Additional field experiences in counseling, consulting and coordinating services for the elementary school child. Prerequisite: ED C 801, 810, 814, 830 or permission of instructor. (600 clock hours)

IV. Elective (three semester hours)

Under advisement, elective must be approved by program faculty.

Testing Requirements: Passing the department written comprehensive examination is a requirement for the degree. The student must have completed a minimum of 33 semester hours in the program and have the advisor’s permission to take the comprehensive examination. In addition, the guidance section of the National Teacher’s Exam (PRAXIS) must be passed and on record in the student’s file before certification verification will be sent to any State Department of Education.

Secondary School Counseling Specialty Area (48 semester hours)

I. Foundations (nine semester hours)

ED F 701: Human Growth and Development, 3 cr. (3 and 0)
Theory and research in human development and its impact on the teaching/learning process. Prerequisites: ED 334, 335, 336 or equivalent or permission of instructor; ED F 808 recommended.

ED F 702: Advanced Educational Psychology, 3 cr. (3 and 0)
Educational applications of research and theory on objectives, motivation, class climate, class management and learning theory. Prerequisite: ED 302 or equivalent; classroom teaching experience.

ED F 778: Experimental and Nonexperimental Research Methods in Education I, 3 cr. (3 and 0)
Types of educational research and uses; logical bases of quantitative and qualitative analysis techniques; basic research issues important in education; educational research design and procedures; introduction to measurement and evaluation; applications to special problems in classroom settings and program development; and evaluation in curriculum, administration and educational support services. Prerequisite: EX ST 301 or equivalent or permission of instructor; ED F 808 recommended.

ED F 808: The School Counselor as Consultant, 3 cr. (3 and 0)
Rationale, content and consultation process in school and nonschool settings; study of and practice in various counseling activities. Prerequisite: ED C 801 or permission of instructor.

ED F 820: The School Counselor as Consultant, 3 cr. (3 and 0)
Rationale, content and consultation process in school and nonschool settings; study of and practice in various counseling activities. Prerequisite: ED C 801 or permission of instructor.

ED F 830: Elementary School Counseling Practicum, 3 cr. (1 and 6)
Supervised field experience in counseling and other services in an elementary school. Prerequisite: ED C 801, 810, 814 or permission of instructor (100 clock hours).

ED F 831: Elementary School Counseling Practicum II, 3 cr. (1 and 6)
Additional field experiences in counseling, consulting and coordinating services for the elementary school child. Prerequisite: ED C 801, 810, 814, 830 or permission of instructor. (600 clock hours)

ED F 778: Experimental and Nonexperimental Research Methods in Education I, 3 cr. (3 and 0)
Types of educational research and uses; logical bases of quantitative and qualitative analysis techniques; basic research issues important in education; educational research design and procedures; introduction to measurement and evaluation; applications to special problems in classroom settings and program development; and evaluation in curriculum, administration and educational support services. Prerequisite: EX ST 301 or equivalent or permission of instructor; ED F 808 recommended.

ED F 808: The School Counselor as Consultant, 3 cr. (3 and 0)
Rationale, content and consultation process in school and nonschool settings; study of and practice in various counseling activities. Prerequisite: ED C 801 or permission of instructor.

ED F 820: The School Counselor as Consultant, 3 cr. (3 and 0)
Rationale, content and consultation process in school and nonschool settings; study of and practice in various counseling activities. Prerequisite: ED C 801 or permission of instructor.
ED C 810: Theories and Techniques of Counseling, 3 cr. (3 and 0)
Counseling theories and techniques. Prerequisite: ED C 801 and 802 or permission of instructor.

ED C 811: Multicultural Counseling, 3 cr. (3 and 0)
Responsibility of counselors to all people regardless of race, sex, gender, socioeconomic status, subculture, etc.; content and theory related to counseling multicultural individuals/groups.

ED C 812: Career Counseling, 3 cr. (3 and 0)
Gathering, interpreting and utilizing educational, social and occupational information; techniques used in placement, survey and follow-up.

ED C 813: Appraisal Procedures, 3 cr. (2 and 2)
Experience in gathering, interpreting and utilizing data as it relates to the individual; especially significant to counselors. Prerequisite: ED F 808 or permission of instructor.

ED C 814: Development of Counseling Skills, 3 cr. (3 and 0)
On-campus experience to help counselors develop communication skills through role-playing activities, audio and videotaping, interviewing, lecture and discussion. Prerequisite or Corequisite: ED C 810.

ED C 815: Group Counseling, 3 cr. (3 and 0)
Experience as a member of a group to aid the student in understanding group dynamics and the role of a group member as a participant and facilitator; emphasis is on small group participation, communication skills and self-understanding. Prerequisite: Permission of instructor.

ED C 816: Introduction to Marriage and Family Counseling, 3 cr. (3 and 0)
Major models and techniques of marriage and family counseling. History research, legal, ethical and other professional issues will be surveyed as well as concepts related to family life cycle, healthy family functioning, divorce, ethnicity, problem conceptualization and nontraditional structures. Prerequisites: ED C 910 or 814 or permission of instructor.

ED C 820: The School Counselor as Consultant, 3 cr. (3 and 0)
Rationale, content and consultation process in school and nonschool settings; study of and practice in various consulting activities. Prerequisite: ED C 801 or permission of instructor.

ED C 832: Secondary School Counseling Practicum, 3 cr. (1 and 6)
Supervised field experience in counseling and other services in a secondary school setting. Prerequisites: ED C 810 and 814. (100 clock hours)

ED C 833: Secondary School Counseling Practicum II, 3 cr. (1 and 6)
Additional field experiences in counseling, consulting and coordinating services for the secondary school student. Prerequisites: ED C 810, 814, 832 and 30 hours completed in the program. (600 clock hours)

IV. Elective (three semester hours)
Under advisement, elective must be approved by program faculty.

Testing Requirements: Passing the departmental written comprehensive examination is a requirement for the degree. The student must have completed a minimum of 33 semester hours in the program and have the adviser’s permission to take the comprehensive examination. In addition, the guidance section of the National Teacher’s Exam (PRAXIS) must be passed and on record in the student’s file before certification verification will be sent to any State Department of Education.

M.Ed., Student Affairs Practice in Higher Education Emphasis
Students completing the M.Ed. program in Counseling with an emphasis in Student Affairs Practice in Higher Education will demonstrate: ability to effectively work with faculty, students, administrators and other members of the academic community; preparation for employment in higher education settings in a variety of roles; ability to act as consultants throughout the higher education setting; understanding and skills related to counseling and developmental needs at the post-secondary level; a high degree of self-understanding; ability to effectively communicate with all cultural groups; a high degree of sensitivity and acceptance of diversity in thought and action; an awareness of the responsibilities of student affairs practitioners to the developmental needs and maintenance of quality experiences for students, faculty members, administrators and staff; and ethical practice.

Student Affairs Practice in Higher Education Specialty Area (48 semester hours)
I. Area of Specialization (33 semester hours)

ED C 760: Program Administration and Leadership in Higher Education, 3 cr. (3 and 0)
Process of organizing the personnel and financial resources needed to meet effectively student development and institutional goals and objectives. Prerequisite: Permission of instructor.

ED C 762: The American College Student, 3 cr. (3 and 0)
How college students change and develop and how college can enhance that development.

ED C 803: Student Development Services in Higher Education, 3 cr. (3 and 0)
Pupil personnel services offered by institutions of higher education.

ED C 804: Theories of Student Development in Higher Education, 3 cr. (3 and 0)
Developmental aspects of the young adult age group and the relationship to postsecondary schools and training programs.

ED C 810: Theories and Techniques of Counseling, 3 cr. (3 and 0)
Counseling theories and techniques. Prerequisite: ED C 801 and 802 or permission of instructor.

ED C 811: Multicultural Counseling, 3 cr. (3 and 0)
Responsibility of counselors to all people regardless of race, sex, gender, socioeconomic status, subculture, etc.; content and theory related to counseling multicultural individuals/groups.

ED C 812: Career Counseling, 3 cr. (3 and 0)
Gathering, interpreting and utilizing educational, social and occupational information; techniques used in placement, survey and follow-up.

ED C 814: Development of Counseling Skills, 3 cr. (3 and 0)
On-campus experience to help counselors develop communication skills through role-playing activities, audio and videotaping, interviewing, lecture and discussion. Prerequisite or Corequisite: ED C 810.

IV. Elective (three semester hours)
Under advisement, elective must be approved by program faculty.

Testing Requirements: Passing the departmental written comprehensive examination is a requirement for the degree. The student must have completed a minimum of 33 semester hours in the program and have the adviser’s permission to take the comprehensive examination. In addition, the guidance section of the National Teacher’s Exam (PRAXIS) must be passed and on record in the student’s file before certification verification will be sent to any State Department of Education.

M.Ed., Student Affairs Practice in Higher Education Emphasis
Students completing the M.Ed. program in Counseling with an emphasis in Student Affairs Practice in Higher Education will demonstrate: ability to effectively work with faculty, students, administrators and other members of the academic community; preparation for employment in higher education settings in a variety of roles; ability to act as consultants throughout the higher education setting; understanding and skills related to counseling and developmental needs at the post-secondary level; a high degree of self-understanding; ability to effectively communicate with all cultural groups; a high degree of sensitivity and acceptance of diversity in thought and action; an awareness of the responsibilities of student affairs practitioners to the developmental needs and maintenance of quality experiences for students, faculty members, administrators and staff; and ethical practice.

Student Affairs Practice in Higher Education Specialty Area (48 semester hours)
I. Area of Specialization (33 semester hours)

ED C 763: Program Administration and Leadership in Higher Education, 3 cr. (3 and 0)
Process of organizing the personnel and financial resources needed to meet effectively student development and institutional goals and objectives. Prerequisite: Permission of instructor.

ED C 762: The American College Student, 3 cr. (3 and 0)
How college students change and develop and how college can enhance that development.

ED C 803: Student Development Services in Higher Education, 3 cr. (3 and 0)
Pupil personnel services offered by institutions of higher education.

ED C 804: Theories of Student Development in Higher Education, 3 cr. (3 and 0)
Developmental aspects of the young adult age group and the relationship to postsecondary schools and training programs.

ED C 810: Theories and Techniques of Counseling, 3 cr. (3 and 0)
Counseling theories and techniques. Prerequisite: ED C 801 and 802 or permission of instructor.

ED C 811: Multicultural Counseling, 3 cr. (3 and 0)
Responsibility of counselors to all people regardless of race, sex, gender, socioeconomic status, subculture, etc.; content and theory related to counseling multicultural individuals/groups.

ED C 812: Career Counseling, 3 cr. (3 and 0)
Gathering, interpreting and utilizing educational, social and occupational information; techniques used in placement, survey and follow-up.

ED C 814: Development of Counseling Skills, 3 cr. (3 and 0)
On-campus experience to help counselors develop communication skills through role-playing activities, audio and videotaping, interviewing, lecture and discussion. Prerequisite or Corequisite: ED C 810.

IV. Elective (three semester hours)
Under advisement, elective must be approved by program faculty.

Testing Requirements: Passing the departmental written comprehensive examination is a requirement for the degree. The student must have completed a minimum of 33 semester hours in the program and have the adviser’s permission to take the comprehensive examination. In addition, the guidance section of the National Teacher’s Exam (PRAXIS) must be passed and on record in the student’s file before certification verification will be sent to any State Department of Education.

M.Ed., Student Affairs Practice in Higher Education Emphasis
Students completing the M.Ed. program in Counseling with an emphasis in Student Affairs Practice in Higher Education will demonstrate: ability to effectively work with faculty, students, administrators and other members of the academic community; preparation for employment in higher education settings in a variety of roles; ability to act as consultants throughout the higher education setting; understanding and skills related to counseling and developmental needs at the post-secondary level; a high degree of self-understanding; ability to effectively communicate with all cultural groups; a high degree of sensitivity and acceptance of diversity in thought and action; an awareness of the responsibilities of student affairs practitioners to the developmental needs and maintenance of quality experiences for students, faculty members, administrators and staff; and ethical practice.

Student Affairs Practice in Higher Education Specialty Area (48 semester hours)
I. Area of Specialization (33 semester hours)
postsecondary school setting. **Prerequisite:** ED C 803, ED C 804 or permission of instructor. (100 clock hours)

**ED C 835: Student Affairs Practicum II,** 3 cr. (1 and 6)
Additional supervised field experience in counseling and other student services in a postsecondary setting. **Prerequisite:** ED C 810, 814, 834 or permission of instructor. (600 clock hours)

III. Electives (six semester hours)

Under advisement, electives must be approved by program faculty. Electives can be chosen with a counseling or administrative emphasis. This decision should be discussed with the adviser with consideration given to the student's career choice.

Testing Requirements: Passing the departmental written comprehensive examination is a requirement for the degree. The student must have completed a minimum of 33 semester hours in the program and have the adviser's permission to take the comprehensive examination.

**ED C 760: Program Administration and Leadership in Higher Education**, 3 cr. (3 and 0)
Process of organizing the personnel and financial resources needed to meet effectively student development and institutional goals and objectives. **Prerequisite:** Permission of instructor.

**ED C 762: The American College Student**, 3 cr. (3 and 0)
How college students change and develop and how college can enhance that development.

**ED C 764: Theoretical and Practical Application of Student Development and Leadership in a University Setting**, 3 cr. (3 and 0)
Development of leadership, programming, problem-solving, conflict-resolution, confrontation and referral skills; legal and ethical issues and the implications for practitioners; comparative studies of housing programs and utilization of resources and support services available on the campus.

**ED C 801: Foundations of Counseling in the Elementary School**, 3 cr. (3 and 0)
Specialized information concerning theory and practice of elementary school counseling; opportunity to explore elementary school counseling techniques.

**ED C 802: Foundations of Secondary School Counseling and Guidance**, 3 cr. (3 and 0)
Counseling and guidance programs in the secondary school; principles and policies underlying programs.

**ED C 803: Student Development Services in Higher Education**, 3 cr. (3 and 0)
Pupil personnel services offered by institutions of higher education.

**ED C 804: Theories of Student Development in Higher Education**, 3 cr. (3 and 0)
Developmental aspects of the young adult age group and the relationship to postsecondary schools and training programs.

**ED C 805: Community Counseling**, 3 cr. (3 and 0)
History and description of various counseling services provided in agency settings, the type of client populations served and existing legislative acts mandating these services; emphasis on theoretical perspectives of mental disorders, diagnostic concepts and frameworks, treatment and intervention models, and counseling theory.

**ED C 806: Student Affairs Issues**, 3 cr. (3 and 0)
Introduction to the current issues in the student personnel profession and those future challenges facing student affairs departments. **Prerequisites:** ED C 803, 804.

**ED C 810: Theories and Techniques of Counseling**, 3 cr. (3 and 0)
Counseling theories and techniques. **Prerequisite:** ED C 801 and 802 or permission of instructor.

**ED C 811: Multicultural Counseling**, 3 cr. (3 and 0)
Responsibility of counselors to all people regardless of race, sex, gender, socioeconomic status, subculture, etc.; content and theory related to counseling multicultural individuals/groups.

**ED C 812: Career Counseling**, 3 cr. (3 and 0)
Gathering, interpreting and utilizing educational, social and occupational information; techniques used in placement, survey and follow-up.

**ED C 813: Appraisal Procedures**, 3 cr. (2 and 2)
Experience in gathering, interpreting and utilizing data as it relates to the individual; especially significant to counselors. **Prerequisite:** ED F 808 or permission of instructor.

**ED C 814: Development of Counseling Skills**, 3 cr. (3 and 0)
On-campus experience to help counselors develop communication skills through role-playing activities, audio and videotaping, interviewing, lecture and discussion. **Prerequisite or Corequisite:** ED C 810.

**ED C 815: Group Counseling**, 3 cr. (3 and 0)
Experience as a member of a group to aid the student in understanding group dynamics and the role of a group member as a participant and facilitator; emphasis is on small group participation, communication skills and self-understanding. **Prerequisite:** Permission of instructor.

**ED C 816: Introduction to Marriage and Family Counseling**, 3 cr. (3 and 0)
Major models and techniques of marriage and family counseling. History research, legal, ethical and other professional issues will be surveyed as well as concepts related to family life cycle, healthy family functioning, divorce, ethnicity, problem conceptualization and nontraditional structures. **Prerequisites:** ED C 810 or 814 or permission of instructor.

**ED C 820: The School Counselor as Consultant**, 3 cr. (3 and 0)
Rationale, content and consultation process in school and nonschool settings; study of and practice in various consulting activities. **Prerequisite:** ED C 801 or permission of instructor.

**ED C 822: Addictions Counseling**, 3 cr. (3 and 0)
Comprehensive overview of the phenomenon of chemical dependence and addiction; current methods of identification and intervention; and awareness of how addictions affect individuals, families, schools and communities. **Prerequisite:** Permission of instructor.

**ED C 823: Advanced Counseling Techniques and Strategies**, 3 cr. (3 and 0)
Development of in-depth counseling skills; techniques for working with a wide variety of populations and/or problems. **Prerequisites:** ED C 810, 814, 815 and completion of 30 hours in a master's program in counseling or certification as a school counselor.

**ED C 830: Elementary School Counseling Practicum**, 3 cr. (1 and 6)
Supervised field experience in counseling and other services in an elementary school. **Prerequisite:** ED C 801, 810, 814 or permission of instructor.

**ED C 831: Elementary School Counseling Practicum II**, 3 cr. (1 and 6)
Additional field experiences in counseling, consulting and coordinating services for the elementary school child. **Prerequisite:** ED C 801, 810, 814, 830 or permission of instructor.

**ED C 832: Secondary School Counseling Practicum**, 3 cr. (1 and 6)
Supervised field experience in counseling and other services in a secondary school setting. **Prerequisites:** ED C 810 and 814.

**ED C 833: Secondary School Counseling Practicum II**, 3 cr. (1 and 6)
Additional field experiences in counseling, consulting and coordinating services for the secondary school student. **Prerequisites:** ED C 810, 814, 832 and 30 hours completed in the program.
ED C 834: Student Affairs Practicum, 3 cr. (1 and 6)
Supervised field experience in counseling and other student services in a postsecondary school setting. Prerequisite: ED C 803, ED C 804 or permission of instructor.

ED C 835: Student Affairs Practicum II, 3 cr. (1 and 6)
Additional supervised field experience in counseling and other student services in a postsecondary setting. Prerequisite: ED C 810, 814, 834 or permission of instructor.

ED C 836: Community Practicum, 3 cr. (1 and 6)
Supervised field experiences in counseling and other services in a community agency setting. Prerequisite: ED C 810, 814 or permission of instructor.

ED C 838: Community Internship I, 6 cr. (1 and 15)
Students apply previous knowledge to professional settings through individual, group, family and ancillary professional counseling services. Students will integrate previous theoretical and technical courses into beginning level of intervention strategies and counseling skills. Prerequisites: ED F 701, ED C 805, 810, 813, 814, 815 and permission of instructor.

ED C 839: Community Internship II, 6 cr. (1 and 15)
Students apply previous knowledge to professional settings through individual, group, family and ancillary professional counseling services. Students will integrate previous theoretical and technical courses into beginning level of intervention strategies and counseling skills. Prerequisites: ED C 838 and permission of instructor.

ED C 840: Independent Study in Counseling, 1-3 cr. (1-3 and 0)
Individualized, in-depth study of a particular topic not offered in other courses. Reading, research and independent study are supervised by a faculty member. Prerequisite: Permission of instructor.

ED C 846: Community Counseling Internship, 1-6 cr. (1 and 1-6)
Students apply previous knowledge of counseling theory and techniques in a supervised field experience to professional mental health counseling settings. Prerequisites: ED F 701, ED C 805, 810, 813, 814, 815, 836 and permission of instructor.

ED C 885: Selected Topics, 1-3 cr. (1-3 and 0)
Developing trends in counseling not covered in other courses. May be repeated as topic varies.

ED F 785: Seminar in Human Growth and Development, 3 cr. (3 and 0)
Selected topics in human development from any area of the life span; development topics examined for their impacts on the teaching/learning process, administrative processes and/or counseling approaches. Prerequisites: ED F 701 or equivalent and teaching, counseling or administrative experience.

ED F 875: Seminar in Human Growth and Development, 3 cr. (3 and 0)
Selected topics in human development from any area of the life span; development topics examined for their impacts on the teaching/learning process, administrative processes and/or counseling approaches. Prerequisites: ED F 701 or equivalent and teaching, counseling or administrative experience.

ED F 954: Curriculum Theory, 3 cr. (3 and 0)
Main currents of curriculum theory in American education. Prerequisite: ED 760 or 765.

ED F 955: Theoretical Bases of Instruction, 3 cr. (3 and 0)
Seminar in the application of learning theory to instructional practice emphasizing instructional strategies in the classroom. Prerequisite: ED 702.

ED SP 853: Legal and Policy Issues in Special Education, 3 cr. (3 and 0)
A study of the impact of legislation-IDEA, Section 504 and litigation on special education. The six major principles of special education law; interpretation of court cases; residential placements, discipline, extended school year services, compensatory education, inclusion; strategies to minimize litigation; and trends in special education. Prerequisite: ED SP 402/602 or permission of instructor.

ED F 870: Schooling as a Cultural Process, 3 cr. (3 and 0)
Critical analysis of the interdependence of schooling and culture. Prerequisite: Graduate standing.

ED F 872: History of American Education, 3 cr. (3 and 0)
Historical development of educational purpose and the social and cultural forces which shaped that development. Prerequisite: Graduate standing.

ED L 950: Educational Policy Studies, 3 cr. (3 and 0)
Critical analysis of the sources and nature of educational policy and how policy

Curriculum and Instruction

Antonis Katsiyannis, Coordinator, Graduate Programs

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<tr>
<th>Major</th>
<th>Degrees</th>
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<td>Curriculum and Instruction</td>
<td>Ph.D.</td>
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The Doctor of Philosophy degree in curriculum and instruction is a research degree designed to prepare the student to become a scholar who can discover, integrate and apply knowledge, as well as communicate and disseminate it. The intent of the program is to prepare the student to make a significant original contribution to knowledge in a specialized field. The program prepares students in one of the following specialty concentrations: elementary education, English education, mathematics education, science education, social studies education, reading education or special education. These areas provide a general structure of course work selections and research emphases. However, students are encouraged to work with faculty to design programs uniquely fitted to their areas of interest.

The program of study for the degree is determined by the student's advisory committee. Every doctoral student must satisfy all requirements of the Graduate School as well as requirements in course work, internships, the comprehensive exam, the dissertation proposal and oral defense of the dissertation as directed by the student's advisory committee. Doctoral students in curriculum and instruction must maintain a B average in all graduate work. The degree usually requires a minimum of 70 semester hours beyond the master's degree selected from the areas prescribed by the requirements of the Ph.D. in Curriculum and Instruction. Listed below are the guidelines or normal expectations for a student receiving the PhD degree. However, the final determination of the course of study is made by the advisory committee.

Graduate courses designated for professional development are not eligible to be used toward a graduate degree. A minimum of three to six hours of internship is required as part of each specialty area. An internship of sufficient time and quality of experiences to warrant three to six semester hours of graduate credit must be planned and executed to the satisfaction of the student's advisory committee.

Specialty areas require from six to 18 semester hours in courses outside the School of Education. Approved course work outside the school is intended to provide an area of concentration within the specialty area and/or exposure to disciplines outside the School of Education.

Admission Requirements: Complete application package to the Graduate School should include proof of a master's degree; GPA of 3.5 on a 4.0 scale; a GRE composite score of 1450 (a minimum of 500 on the verbal section); relevant professional experiences; and an interview.

Students whose native language is not English must take the Test of English as a Foreign Language (TOEFL). Preference is given to those applicants who score a minimum of 575.
is developed, administered and assessed for public schools. **Prerequisite:** Admission to doctoral studies.

3. Research and Assessment Methodology: 13 required hours

**EX ST 801: Statistical Methods I, 4 cr. (3 and 3) F, SS**

Role and application of statistics in research; estimation, test of significance, analysis of variance, multiple comparison techniques, basic designs, mean square expectations, variance components analysis, simple and multiple linear regression and correlation and non-parametric procedures. **Prerequisite:** Permission of instructor.

**ED F 878: Experimental and Nonexperimental Research Methods in Education II, 3 cr. (3 and 0)**

Advanced concepts and skills necessary to analyze, conduct and evaluate educational research; nonexperimental, quasi-experimental and experimental design specific to problems in educational research; complementary educational research methods involving qualitative approaches; coding and computer analysis of sample data; summarization and interpretation of data; applications of measurement and evaluation in educational research. **Prerequisite:** ED F 778, 808 and EX ST 801, or equivalent.

**ED F 879: Qualitative Research in Education, 3 cr. (3 and 0)**

Application of qualitative studies to educational questions; nature of qualitative research; rationale and applications of qualitative research methods; integration of qualitative and quantitative research methods in educational research. **Prerequisite:** ED F 778, 878 or equivalent.

**ED F 894 (ED F 894) (ED SP 894): Directed Research, 1-3 cr. (1-3 and 0)**

Research in a line of inquiry in education under the direction of faculty; a specific educational question is investigated and reported using appropriate methodology. Graded on a pass/fail basis. **Prerequisite:** ED F 778, 808 or permission of instructor.

II. Specialty Area: 27-30 hours; specialty area courses vary according to the area

III. Dissertation: 18 hours

**ED 991 (ED F 991) (ED SP 991): Doctoral Dissertation Research, credit to be arranged**

**Ph.D., Elementary Education Emphasis**

Students completing the Ph.D. program in curriculum and instruction with an emphasis in elementary education will demonstrate: 1) research knowledge base in the field of reading with an understanding of the relationship to the learning and instructional needs of all students including design, implementation and evaluation of curriculum, instruction, assessment and ancillary programs.

**ED 937: Designing Elementary Curriculum, 3 cr. (3 and 0)**

Theoretical issues and guidelines for educators engaged in the curriculum development process at the elementary level. **Prerequisite:** Admission to the Ph.D. program in curriculum and instruction, ED 954, 955 and 956.

**ED 938: Teacher as Researcher, 3 cr. (3 and 0)**

Various methodologies of field-based research. The student will complete a literature review and design a field-based research project. **Prerequisite:** Admission to the Ph.D. program in curriculum and instruction, ED 878, 879, EX ST 801 and one of the following: ED 846, 847, 848, 849 or 962.

**ED 980 (ED F 980) (ED SP 980): Internship in Curriculum and Instruction, 1-6 cr. (0 and 3-18)**

Practical experiences linking the student’s program of study to that of a reading specialist. Graded on a pass/fail basis. **Prerequisite:** Permission of the student’s major adviser.

**ED 962: Reading Research: Review and Critique of the Literature, 3 cr. (3 and 0)**

A survey and analysis of historical and contemporary research in reading and related literacy fields. **Prerequisites:** Admission to the Ph.D. program in curriculum and instruction, ED 878 and 879.

12 hours from the following:

**ED 754: Reading Recovery Clinical I, 3 cr. (3 and 0)**

First in a two-course sequence aimed at providing leadership experiences in implementing a Reading Recovery Program in an elementary school setting. **Prerequisites:** Admission into the Clemson University Reading Recovery Teacher Leader program. **Corequisites:** ED 756 and 854.

**ED 755: Reading Recovery Clinical II, 3 cr. (3 and 0)**

Second in a two-course sequence aimed at providing leadership experiences in implementing a Reading Recovery Program in an elementary school setting. **Prerequisites:** Admission into the Clemson University Reading Recovery Teacher Leader program. **Corequisites:** ED 757 and 855.

**ED 756: Reading Recovery Teacher Leader Practicum I, 3 cr. (0 and 9)**

First in a two-course sequence designed to prepare Reading Recovery Teacher Leaders to implement a school-based program, supervise teachers and carry out responsibilities related to maintaining a Reading Recovery site. **Prerequisite:** Admission into the Clemson University Reading Recovery Teacher Leader program. **Corequisites:** ED 754 and 854.

**ED 757: Reading Recovery Teacher Leader Practicum II, 3 cr. (0 and 9)**

Second in a two-course sequence designed to prepare Reading Recovery Teacher Leaders to implement a school-based program, supervise teachers and carry out responsibilities related to maintaining a Reading Recovery site. **Prerequisite:** Admission into the Clemson University Reading Recovery Teacher Leader program. **Corequisites:** ED 755 and 855.

**ED 854: Reading Recovery Theory I, 3 cr. (3 and 0)**

First of a two-course sequence designed to examine theoretical principles of the reading process as applied in the Reading Recovery Program; issues related to program implementation and systematic program changes. **Prerequisite:** Permission of instructor. **Corequisites:** ED 754 and 756.
ED 855: Reading Recovery Theory II, 3 cr. (3 and 0)
Second of a two-course sequence designed to examine theoretical principles of the reading process as applied in the Reading Recovery program; issues related to program implementation and systematic program changes. Prerequisite: Permission of the instructor. Corequisites: ED 755 and 757.

ED 864: Special Problems in Reading Education, 3 cr. (1 and 4)
Individual study of a specific topic in reading; student is allowed to study a large diversity of topics. Prerequisites: ED 759 or 761; and ED 762, 808 and 862; or permission of instructor.

ED 865: Advanced Diagnosis and Remediation in Reading, 3 cr. (2 and 3)
Advanced diagnosis and remediation in reading; review of diagnostic instruments and instructional materials. Prerequisites: ED 759 or 761, and either 762, or permission of instructor.

ED 867: Advanced Practicum in Reading, 3 cr. (2 and 3)
Diagnosis and remediation testing; remediation; extensive case studies with recommendation for the classroom teacher required. Prerequisites: ED 865 and permission of instructor.

ED 868: Teaching Reading Through a Literature Emphasis, 3 cr. (3 and 0)
Strategies for integrating literature into the traditional reading program. Prerequisite: ED 865 and permission of instructor.

ED 869: The Reading-Writing Connection: An Integrated Approach, 3 cr. (3 and 0)
Theoretical and practical techniques for teaching reading and writing in an integrated manner; reading and writing as processes; basic skills instruction in a coordinated program; multiple subject areas; use of student interest and ability. Prerequisite: Basic reading methods course.

B. Six hours from the following:

PSYCH 833: Advanced Cognitive Psychology, 3 cr. (3 and 0)
Research and theory concerning perception, memory, reasoning, problem solving, knowledge representation, psychology of language, semantics, attention, concept formation and other high-level mental processes; applications of these areas are considered.

ENGL 700: Children’s Literature for Teachers, 3 cr. (3 and 0)
Literature for preschool through junior high.

C. Internship - six required hours
D. Dissertation - 18 hours

Ph.D., Secondary Education Emphasis
(English, mathematics, science and social studies education)
The Ph.D. program in curriculum and instruction with an emphasis in English language, mathematics, science and social studies education has the following five possible professional market niches. The student’s program for each niche would contain appropriate study in both that subject area and that niche to provide the necessary skills to be a productive professional. These five niches are (1) an English language, mathematics, science or social studies teacher educator in higher education, (2) a subject-specific curriculum coordinator or curriculum supervisor in a medium to large school district, state department of education or similar work for the federal government, (3) a teacher of English language, mathematics, science or social studies in a small four-year or community/technical college, (4) a curriculum developer of secondary English, mathematics, science or social studies or (5) an educator of programs in English language, mathematics, science or social studies in commerce and industry.

English Education Goals: Students completing the Ph.D. program in curriculum and instruction with an emphasis in secondary education—English will demonstrate a research knowledge base that includes current research in the areas of teaching composition, literary response, language development, developments in English language, multimedia applications for the English classroom, within a literary canon that celebrates diversity and competency in basic and applied research and evaluation related to English education.

Mathematics Education Goals: The Ph.D. program in curriculum and instruction with an emphasis in secondary education—Mathematics will demonstrate a research knowledge base that includes current research in the areas of teaching composition, literary response, language development, developments in English language, multimedia applications for the English classroom, within a literary canon that celebrates diversity and competency in basic and applied research and evaluation related to English education.

Science Education Goals: Students completing the Ph.D. program in curriculum and instruction with an emphasis in secondary education—Science will demonstrate a research knowledge base that includes current research in the areas of teaching composition, literary response, language development, developments in English language, multimedia applications for the English classroom, within a literary canon that celebrates diversity and competency in basic and applied research and evaluation related to English education.

Social Studies Education Goals: Students completing the Ph.D. program in curriculum and instruction with an emphasis in secondary education—Social Studies will demonstrate a research knowledge base that includes current research in the areas of teaching composition, literary response, language development, developments in English language, multimedia applications for the English classroom, within a literary canon that celebrates diversity and competency in basic and applied research and evaluation related to English education.

Secondary Education Specialty Area (30 hours)
A. Concentration: Advanced course work in a discipline or related areas: 18 hours
B. Internship: three to six hours
C. Advanced Studies in the Teaching of English, Mathematics, Science, or Social Studies: three hours from the appropriate area:

ED 841: Advanced Studies in the Teaching of Secondary School English, 3 cr. (3 and 0)
Methods of teaching secondary school English based on research and review of current literature. Prerequisite: ED 424 or equivalent, Master’s degree or permission of instructor.

ED 842: Advanced Studies in the Teaching of Secondary School Mathematics, 3 cr. (3 and 0)
This post-master’s course focuses on the relationship between mathematics teaching theory and practice as shown in the research literature; emphasis on inquiry and other student-centered strategies; issues and techniques in secondary mathematics. Prerequisite: ED 426 or equivalent, Master’s degree or permission of instructor.

ED 843: Advanced Studies in the Teaching of Secondary School Science, 3 cr. (3 and 0)
Methods of science teaching theory and practice as shown by current research literature; emphasis on laboratory, inquiry and other student-centered teaching strategies; techniques in science curriculum development; issues in science teaching; science teaching leadership skills. Prerequisite: ED 427 or equivalent, Master’s degree or permission of instructor.

ED 844: Advanced Studies in the Teaching of Secondary School Social Studies, 3 cr. (3 and 0)
Social studies teaching strategies derived from major theories of learning and contemporary research; curricular issues in social studies education. Prerequisite: ED 428 or equivalent, Master’s degree or permission of instructor.

D. Current Literature in Education - three hours from the appropriate area:

ED 846: The Current Literature in English Education, 3 cr. (3 and 0)
Research literature in English education; examination of literature in research methods and curriculum in English teaching. Prerequisite: A methods course in English education.

ED 847: The Current Literature in Mathematics Teaching, 3 cr. (3 and 0)
Recent literature of mathematics education; examination of literature in both the research and curriculum in secondary mathematics teaching. Prerequisite: A
graduate teaching methods course or permission of instructor.

ED 848: The Current Literature in Science Teaching, 3 cr. (3 and 0)
Recent literature of science education; examination of literature in both the research and curriculum in secondary science teaching. Prerequisite: A graduate teaching methods course or permission of instructor.

ED 849: The Current Literature in Social Studies Teaching, 3 cr. (3 and 0)
Recent literature in social studies education; examination of literature in both curriculum and instruction. Prerequisite: A graduate teaching methods course or permission of instructor.

Ph.D., Special Education Emphasis
Special Education Goals: Students completing the Ph.D. program in curriculum and instruction with an emphasis in special education will 1) demonstrate a research knowledge base of handicapping and at-risk characteristics integrated with an understanding of how these characteristics relate to the learning and instructional needs of individuals in the delivery of effective curricular and instructional, functional interventions; philosophical and social contexts of special and regular education; and legal and organizational context of special and regular education and 2) demonstrate competency in basic and applied research and evaluation, emphasizing special methodological concerns and evaluation of services with individuals with disabilities and at-risk characteristics.

Special Education Specialty Area (27 hours)
A. Special Education Courses: 15 hours as follows:

ED SP 930: Advanced Studies in Special Education, 3 cr. (3 and 0)
Historical, psychological and sociological foundations of special education emphasizing current state and federal legislation; case law and policy that impact special education. Prerequisites: Graduate standing, ED L 725 and ED 853 or permission of instructor.

ED SP 931: Advanced Research in Learning Disabilities, 3 cr. (3 and 0)
History, theory, research and practice pertaining to selected issues in methods and curriculum within the field of learning disabilities. Emphasis is on research-based interventions in the preparation, selection and adaptation of instruction for students with learning disabilities. Prerequisites: Graduate standing, ED F 778 and ED 821 or permission of instructor.

ED SP 932: Advanced Research in Emotional/Behavioral Disorders, 3 cr. (3 and 0)
History, theory, research and practice pertaining to selected issues in the fields of emotional/behavioral disorders. Emphasis is on the influence of various theoretical approaches in the field and research-based interventions and curriculum development. Prerequisites: Graduate standing and ED 821.

ED SP 933: Advanced Research in Mental Retardation, 3 cr. (3 and 0)
History, theory, research and practice pertaining to selected issues in the field of mental retardation. Emphasis is on historical treatment, theoretical approaches, research-based interventions and community-based lifespan curriculum development for individuals with mental retardation. Prerequisites: Graduate standing and ED 821.

ED SP 934: Program Models, Evaluation and Current Trends in Special Education, 3 cr. (3 and 0)
Program models, program evaluation, current trends and issues in programming that impact the growth of special education. Prerequisites: Graduate standing and ED 930.

B. Courses outside the School of Education: six hours

C. Internship: six hours

ED 754: Reading Recovery Clinical I, 3 cr. (3 and 0)
First in a two-course sequence aimed at providing leadership experiences in implementing a Reading Recovery Program in an elementary school setting. Prerequisites: Admission into the Clemson University Reading Recovery Teacher Leader program. Corequisites: ED 756 and 854.

ED 755: Reading Recovery Clinical II, 3 cr. (3 and 0)
Second in a two-course sequence aimed at providing leadership experiences in implementing a Reading Recovery Program in an elementary school setting. Prerequisites: Admission into the Clemson University Reading Recovery Teacher Leader program. Corequisites: ED 757 and 855.

ED 756: Reading Recovery Teacher Leader Practicum I, 3 cr. (0 and 9)
First in a two-course sequence designed to prepare Reading Recovery Teacher Leaders to implement a school-based program, supervise teachers and carry out responsibilities related to maintaining a Reading Recovery site. Prerequisite: Admission into the Clemson University Reading Recovery Teacher Leader program. Corequisites: ED 754 and 854.

ED 757: Reading Recovery Teacher Leader Practicum II, 3 cr. (0 and 9)
Second in a two-course sequence designed to prepare Reading Recovery Teacher Leaders to implement a school-based program, supervise teachers and carry out responsibilities related to maintaining a Reading Recovery site. Prerequisite: Admission into the Clemson University Reading Recovery Teacher Leader program. Corequisites: ED 756 and 854.

ED 842: Advanced Studies in the Teaching of Secondary School Science, 3 cr. (3 and 0)
Methods of science teaching theory and practice as shown by current research literature; emphasis on laboratory, inquiry and other student-centered strategies; issues and techniques in secondary mathematics. Prerequisite: ED 426 or equivalent, master’s degree or permission of instructor.

ED 843: Advanced Studies in the Teaching of Secondary School Social Studies, 3 cr. (3 and 0)
Social studies teaching strategies derived from major theories of learning and contemporary research; curricular issues in social studies education. Prerequisite: ED 428 or equivalent, master’s degree or permission of instructor.

ED 844: Advanced Studies in the Teaching of Secondary School English, 3 cr. (3 and 0)
Research literature in English education; examination of literature in research methods and curriculum in English teaching. Prerequisite: A methods course in English education.

ED 847: The Current Literature in Mathematics Teaching, 3 cr. (3 and 0)
Recent literature of mathematics education; examination of literature in both the research and curriculum in secondary mathematics teaching. Prerequisite: A graduate teaching methods course or permission of instructor.

ED 848: The Current Literature in Science Teaching, 3 cr. (3 and 0)
Recent literature of science education; examination of literature in both the research and curriculum in secondary science teaching. Prerequisite: A graduate teaching methods course or permission of instructor.
ED 849: The Current Literature in Social Studies Teaching, 3 cr. (3 and 0)
Recent literature in social studies education; examination of literature in both curriculum and instruction. Prerequisite: A graduate teaching methods course or permission of instructor.

ED 854: Reading Recovery Theory I, 3 cr. (3 and 0)
First of a two-course sequence designed to examine theoretical principles of the reading process as applied in the Reading Recovery Program; issues related to program implementation and systematic program changes. Prerequisite: Permission of instructor. Corequisites: ED 754 and 756.

ED 855: Reading Recovery Theory II, 3 cr. (3 and 0)
Second of a two-course sequence designed to examine theoretical principles of the reading process as applied in the Reading Recovery program; issues related to program implementation and systematic program changes. Prerequisite: Permission of the instructor. Corequisites: ED 755 and 757.

ED 864: Special Problems in Reading Education, 3 cr. (1 and 4)
Individual study of a specific topic in reading; student is allowed to study a large diversity of topics. Prerequisites: ED 759 or 761; and ED 762, 808 and 862; or permission of instructor.

ED 865: Advanced Diagnosis and Remediation in Reading, 3 cr. (2 and 3)
Advanced diagnosis and remediation in reading; review of diagnostic instruments and instructional materials. Prerequisites: ED 759 or 761 and 762, and/or permission of instructor.

ED 866: The Psychology of Teaching Reading, 3 cr. (3 and 0)
Psychological basis of reading process; principles applied in teaching reading. Prerequisite: ED 759, 761 or permission of instructor.

ED 867: Advanced Practicum in Reading, 3 cr. (2 and 3)
Diagnosis and remediation testing; remediation; extensive case studies with recommendation for the classroom teacher required. Prerequisites: ED 865 and permission of instructor.

ED 868: Teaching Reading Through a Literature Emphasis, 3 cr. (3 and 0)
Strategies for integrating literature into the traditional reading program. Prerequisite: An introductory reading class or equivalent.

ED 869: The Reading-Writing Connection: An Integrated Approach, 3 cr. (3 and 0)
Theoretical bases and practical techniques for teaching reading and writing in an integrated manner; reading and writing as processes; basic skills instruction in a coordinated program; multiple subject areas; use of student interest and ability. Prerequisite: Basic reading methods course EDF 878

ED 894 (ED F 894) (ED SP 894): Directed Research, 1-4 cr. (1-4 and 0)
Research in a line of inquiry in education under the direction of faculty; a specific educational question is investigated and reported using appropriate methodology. Graded on a pass/fail basis. Prerequisite: ED F 778, 808 or permission of instructor.

ED 937: Designing Elementary Curriculum, 3 cr. (3 and 0)
Theoretical issues and guidelines for educators engaged in the curriculum development process at the elementary level. Prerequisite: Admission to the Ph.D. program in curriculum and instruction, ED 954, 955 and 956.

ED 938: Teacher as Researcher, 3 cr. (3 and 0)
Various methodologies of field-based research. The student will complete a literature review and design a field-based research project. Prerequisites: Admission to the Ph.D. program in curriculum and instruction, ED 878, 879, EX ST 801 and one of the following: ED 846, 847, 848, 849 or 962.

ED 954: Curriculum Theory, 3 cr. (3 and 0)
Main currents of curriculum theory in American education. Prerequisite: ED 760 or 765.

ED 955: Theoretical Bases of Instruction, 3 cr. (3 and 0)
Seminar in the application of learning theory to instructional practice emphasizing instructional strategies in the classroom. Prerequisite: ED 702.

ED 962: Reading Research: Review and Critique of the Literature, 3 cr. (3 and 0)
A survey and analysis of historical and contemporary research in reading and related literacy fields. Prerequisites: Admission to the Ph.D. program in curriculum and instruction, ED 878 and 879.

ED 980 (ED F 980) (ED SP 980): Internship in Curriculum and Instruction, 1-6 cr. (0 and 3-18)
Practical experiences linking the student’s program of study to his or her field of professional service. Graded on a pass/fail basis. Prerequisite: Permission of the student’s major adviser.

ED 991 (ED F 991) (ED SP 991): Doctoral Dissertation Research, credit to be arranged

ED F 870: Schooling as a Cultural Process, 3 cr. (3 and 0)
Critical analysis of the interdependence of schooling and culture. Prerequisite: Graduate standing.

ED F 872: History of American Education, 3 cr. (3 and 0)
Historical development of educational purpose and the social and cultural forces which shaped that development. Prerequisite: Graduate standing.

ED F 875: Seminar in Human Growth and Development, 3 cr. (3 and 0)
Selected topics in human development from any area of the life span; development topics examined for their impacts on the teaching/learning process, administrative processes and/or counseling approaches. Prerequisites: ED F 701 or equivalent and teaching, counseling or administrative experience.

ED F 878: Experimental and Nonexperimental Research Methods in Education II, 3 cr. (3 and 0)
Advanced concepts and skills necessary to analyze, conduct and evaluate educational research; nonexperimental, quasi-experimental and experimental design specific to problems in educational research; complementary educational research methods involving qualitative approaches; coding and computer analysis of sample data; summarization and interpretation of data; applications of measurement and evaluation in educational research. Prerequisite: ED F 778, 808 and EX ST 801, or equivalent.

ED F 879: Qualitative Research in Education, 3 cr. (3 and 0)
Application of qualitative studies to educational questions; nature of qualitative research; rationale and applications of qualitative research methods; integration of qualitative and quantitative research methods in educational research. Prerequisite: ED F 778, 878 or equivalent.

ED L 950: Educational Policy Studies, 3 cr. (3 and 0)
Critical analysis of the sources and nature of educational policy and how policy is developed, administered and assessed for public schools. Prerequisite: Admission to doctoral studies.

ED SP 853: Legal and Policy Issues in Special Education, 3 cr. (3 and 0)
A study of the impact of legislation-IDEA, Section 504 and litigation on special education. The six major principles of special education law; interpretation of court cases; residential placements, discipline, extended school year services, compensatory education, inclusion; strategies to minimize litigation; and trends in special education. Prerequisite: ED SP 402/602 or permission of instructor.

ED SP 852: Reading and Writing Across the Curriculum, 3 cr. (3 and 0)
A study of the impact of legislation-IDEA, Section 504 and litigation on special education. The six major principles of special education law; interpretation of court cases; residential placements, discipline, extended school year services, compensatory education, inclusion; strategies to minimize litigation; and trends in special education. Prerequisite: ED SP 402/602 or permission of instructor.
ED SP 931: Advanced Research in Learning Disabilities, 3 cr. (3 and 0) History, theory, research and practice pertaining to selected issues in methods and curriculum within the field of learning disabilities. Emphasis is on research-based interventions in the preparation, selection and adaptation of instruction for students with learning disabilities. Prerequisites: Graduate standing, ED F 778 and ED 821 or permission of instructor.

ED SP 932: Advanced Research in Emotional/Behavioral Disorders, 3 cr. (3 and 0) History, theory, research and practice pertaining to selected issues in the fields of emotional/behavioral disorders. Emphasis is on the influence of various theoretical approaches in the field and research-based interventions and curriculum development. Prerequisites: Graduate standing and ED 821.

ED SP 933: Advanced Research in Mental Retardation, 3 cr. (3 and 0) History, theory, research and practice pertaining to selected issues in the field of mental retardation. Emphasis is on historical treatment, theoretical approaches, research-based interventions, and community-based and lifespan curriculum development for individuals with mental retardation. Prerequisites: Graduate standing and ED 821.

ED SP 934: Program Models, Evaluation and Current Trends in Special Education, 3 cr. (3 and 0) Program models, program evaluation, current trends and issues in programming that impact the growth of special education. Prerequisites: Graduate standing and ED 930.

ENGL 700: Children’s Literature for Teachers, 3 cr. (3 and 0) Literature for preschool through junior high.

ENGL 701: Literature for Teachers, 3 cr. (3 and 0) Literary studies of special interest to secondary school teachers.

EX ST 801: Statistical Methods I, 4 cr. (3 and 0) F, S, SS Role and application of statistics in research; estimation, test of significance, analysis of variance, multiple comparison techniques, basic designs, mean square expectations, variance components analysis, simple and multiple linear regression and correlation, and non-parametric procedures. Prerequisite: Permission of instructor.

PSYCH 833: Advanced Cognitive Psychology, 3 cr. (3 and 0) Research and theory concerning perception, memory, reasoning, problem solving, knowledge representation, psychology of language, semantics, attention, concept formation and other high-level mental processes; applications of these areas are considered.

ED F 808: Educational Tests and Measurements, 3 cr. (3 and 0) Construction, use and interpretation of subjective and standard tests; measurement applications.

III. Curriculum Development and Teaching Methods: six semester hours total

ED 760: Curriculum Development in the Elementary School, 3 cr. (3 and 0) Analysis of trends and practices relative to elementary curriculum planning. The course is designed to develop an understanding of the essential elements of curriculum decisions followed by the process of improving the curriculum. Prerequisite: ED F 701, 702 or permission of instructor.

ED 804: Advanced Methods of Teaching in the Elementary School, 3 cr. (3 and 0) Principles and practices involved in promoting effective learning in elementary schools; analysis and evaluation of educational models and research. Prerequisite: ED F 760 or permission of instructor.

IV. Specialized Content: 18 semester hours total: three hours from A, three hours from B and 12 hours from C

A. ED 762 Reading Diagnosis and Remediation

B. ED SP 820 Language Arts for the Exceptional Child

C. Option 1: Elementary - Six to nine hours of electives related to the specific content/subject matter taught in the elementary school and three to six hours of electives related to classroom practices, teaching methods and instructional techniques.

Option 2: Mathematics and Science - 12 hours of electives related to specific mathematics and science content taught in the elementary school.

Option 3: Language Arts - 12 hours of electives related to specific language arts content taught in the elementary school.

ED 760: Curriculum Development in the Elementary School, 3 cr. (3 and 0) Analysis of trends and practices relative to elementary curriculum planning. The course is designed to develop an understanding of the essential elements of curriculum decisions followed by the process of improving the curriculum. Prerequisite: ED F 701, 702 or permission of instructor.

The Master’s of Education in elementary education includes coursework in psychological and sociological foundations, curriculum development and teaching methods, specialized content, and research. The program is intended to strengthen and enhance teaching skills, promote research and reflection on innovative teaching strategies, and expand content knowledge. By examining and reflecting on best practices, students have the opportunity to improve the qualities that make them effective teachers who respond to the emotional, motivational, cognitive and cultural needs of all students. The use of multiple teaching strategies, lively class discussion and active student involvement supports learning for all students.

Admission Requirements: Complete application package to the Graduate School should include: bachelor’s degree; current teaching certificate; GPR of 3.0 on a 4.0 scale for last 60 hours or an acceptable score on the Graduate Record Exam (GRE); and three letters of recommendation from professional colleagues.

Course of Study: The Master of Education in elementary education is undergoing significant reorganization. A new course of study is expected to be submitted during Fall 2000. A student beginning course work after January 1, 2001, should discuss the new program requirements with his/her assigned adviser prior to enrolling in classes.

I. Psychological and Sociological Foundations: six semester hours total: three hours each from A and B

A. ED L 800 Philosophy, Schooling and Educational Policy

ED L 715 School and Community Relationships

B. ED F 701 Human Growth and Development

ED F 702 Advanced Educational Psychology

II. Research: six semester hours total

ED F 778: Experimental and Nonexperimental Research Methods in Education I, 3 cr. (3 and 0) Types of educational research and uses; logical bases of quantitative and qualitative analysis techniques; basic research issues important in education; educational research design and procedures; introduction to measurement and evaluation; applications to special problems in classroom settings and program development; and evaluation in curriculum, administration and educational support services. Prerequisite: EX ST 301 or equivalent or permission of instructor; ED F 808 recommended.
ED 762: Evaluation and Remediation of Reading Problems, 3 cr. (2 and 3) Remedial methods and materials for teaching reading; use of diagnostic instruments and interpretation of test results. Student participates in laboratory/field experience and prepares case study with summary of diagnosis emphasizing remediation procedures. Prerequisite: ED 759, 761 or 769.

ED 804: Advanced Methods of Teaching in the Elementary School, 3 cr. (3 and 0) Principles and practices involved in promoting effective learning in elementary schools; analysis and evaluation of educational models and research. Prerequisite: ED 760 or permission of instructor.

ED L 715: School and Community Relationships, 3 cr. (3 and 0) Interdependence of school and community; identifying and defining societal expectations of schools and effect of these expectations on educational policy; impact of social, political, economic and demographic change on educational policy.

ED L 800: Philosophy, Schooling and Educational Policy, 3 cr. (3 and 0) Development of contemporary educational theory and its impact on current schooling practices and educational policy development.

ED F 701: Human Growth and Development, 3 cr. (3 and 0) Theory and research in human development and its impact on the teaching/learning process. Prerequisites: ED 334, 335, 336 or equivalent; classroom teaching experience.

ED F 702: Advanced Educational Psychology, 3 cr. (3 and 0) Educational applications of research and theory on objectives, motivation, class climate, class management and learning theory. Prerequisite: ED 302 or equivalent; classroom teaching experience recommended.

ED F 778: Experimental and Nonexperimental Research Methods in Education I, 3 cr. (3 and 0) Types of educational research and uses; logical bases of quantitative and qualitative analysis techniques; basic research issues important in education; educational research design and procedures; introduction to measurement and evaluation; applications to special problems in classroom settings and program development; and evaluation in curriculum, administration and educational support services. Prerequisite: EX ST 301 or equivalent or permission of instructor; ED F 808 recommended.

ED F 808: Educational Tests and Measurements, 3 cr. (3 and 0) Construction, use and interpretation of subjective and standard tests; measurement applications.

ED SP 820: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0) Focus on research-based methods for instructing individuals with disabilities. Emphasizes principles of effective language arts instruction in reading, writing, speaking and listening skills. Prerequisites: A course in reading methods or permission of instructor.

IV. Early Literacy Emphasis: Reading

Plan 1. Reading Teacher and Reading Consultant

ED 759: Fundamentals of Basic Reading, 3 cr. (3 and 0) Historical progression of the teaching of reading; current theories and reading practices; teaching basic reading skills.

ED 761*: Reading Instruction in the Elementary School, 3 cr. (3 and 0) Knowledge and skills necessary for teaching reading to varied types of elementary school learners. Prerequisites: Admission to graduate school and permission of instructor.

ED 762: Evaluation and Remediation of Reading Problems, 3 cr. (2 and 3) Remedial methods and materials for teaching reading; use of diagnostic instruments and interpretation of test results. Student participates in laboratory/field experience and prepares case study with summary of diagnosis emphasizing remediation procedures. Prerequisite: ED 759, 761 or 789.

ED 798: Teaching Secondary School Reading, 3 cr. (3 and 0) Methods and materials for secondary reading programs in developmental, corrective, remedial, adapted, content and recreational areas.

ED 861: Organizing and Supervising Reading Programs, 3 cr. (3 and 0) Supervisory problems with planning reading programs; analysis of methods and materials of teaching; evaluation of reading programs. Prerequisite: One of the following basic reading courses: ED 759, 761, 762, 780 or 798.

ED 862: Clinical Research in Reading, 3 cr. (3 and 0) Reading research and literature; original investigation in such problems as development of reading skills and attitudes, clinical procedures and techniques required. Prerequisite: ED 762.

ED 863: Practicum in Reading, 3 cr. (2 and 2) Supervised practicum emphasizing diagnostic and remedial work with readers in public schools. Prerequisites: ED 762 and permission of instructor.

ED F 702: Advanced Educational Psychology, 3 cr. (3 and 0) Educational applications of research and theory on objectives, motivation, class climate, class management and learning theory. Prerequisite: ED 302 or equivalent; classroom teaching experience recommended.

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*If this course was completed at the undergraduate level, a substitution may be made with permission of the adviser. Consult suggested courses for additional expertise in reading/language arts as listed below.
ED F 808: Educational Tests and Measurements, 3 cr. (3 and 0)
Construction, use and interpretation of subjective and standard tests; measurement applications.

Plus nine hours in additional reading/language arts course work. Suggested courses for additional expertise in reading/language arts:

ED 763: Middle School Reading, 3 cr. (3 and 0)
Techniques, materials and theories for teaching reading to middle school students, emphasizing correlating reading skills into the content area. **Prerequisite:** Education major or permission of instructor.

ED 764: Using Literature and Technology for Reading Instruction, 3 cr. (3 and 0)
Provides early childhood, elementary and middle school teachers with theory and knowledge needed to utilize technological and library resources and make appropriate literature selections for the teaching of reading. **Prerequisite:** Admission to the graduate program.

ED 760: An Integrated Approach to Reading and Writing Instruction, 3 cr. (3 and 0)
Understanding of the reading/writing processes for early childhood and elementary teachers; investigation of the whole language approach in the classroom. **Prerequisite:** ED 759 or equivalent.

ED 781: Early Literacy: Strategic Reading and Writing Instruction, 3 cr. (3 and 0)
Enables classroom teachers to use the theoretical base of the Reading Recovery program to modify their current instructional practices to include generalizable instructional procedures. **Prerequisite:** ED 761 or equivalent.

ED 762: Literacy Across the Curriculum, 3 cr. (3 and 0)
Enables classroom teachers to use the theoretical base of the Reading Recovery program to modify their current instructional practices to include reading and writing activities in all aspects of K-5 curriculum. **Prerequisites:** ED 761 or equivalent, ED 781 and admission to graduate school.

ED 783: Guided Reading and Guided Writing, 3 cr. (3 and 0)
Enables teachers to effectively use the techniques of Guided Reading, Shared Writing, and Interactive Writing appropriately in classroom situations. Shows how the difficulty level of teaching practice must change over time as students move from dependence on assistance to independence during the reading and writing processes. **Prerequisites:** ED 761 or equivalent, ED 781, 782 and admission to graduate school.

ED 784: Models for Balanced Literacy, 3 cr. (3 and 0)
Prepares classroom teachers to organize K-5 classrooms for balanced literacy instruction. Participants will apply classroom organization procedures in actual K-5 classrooms. **Prerequisites:** ED 761 or equivalent, ED 762, 781, 782, 783 and admission to graduate school.

ED SP 820: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0)
Focus on research-based methods for instructing individuals with disabilities. Emphasizes principles of effective language arts instruction in reading, writing, speaking and listening skills. **Prerequisites:** A course in reading methods or permission of instructor.

ENGL 700: Children’s Literature for Teachers, 3 cr. (3 and 0)
Literature for preschool through junior high.

**Plan II. Reading Recovery Teacher, Reading Teacher and Reading Consultant**

ED 750: Reading Recovery Teacher I, 3 cr. (3 and 0)
First in a two-semester, two-course sequence designed to prepare teachers to implement and teach a Reading Recovery Program; issues related to reading theory and process, instructional processes, program implementation and evaluation. **Prerequisite:** Permission of instructor. **Corequisite:** ED 752.

ED 751: Reading Recovery Teacher II, 3 cr. (3 and 0)
Second in a two-course sequence designed to prepare teachers to implement and teach in a Reading Recovery Program; issues related to reading theory and process, instructional process, program implementation and evaluation. **Prerequisites:** Admission into the Clemson Reading Recovery Program and ED 750 and 752. **Corequisite:** ED 753.

ED 752: Reading Recovery Teacher Practicum I, 3 cr. (0 and 9)
Teaching experience allowing teachers to develop and practice responsibilities of implementing and teaching first grade children in a Reading Recovery program. Participants implement content studied in ED 750, which is taken concurrently. **Prerequisite:** Permission of instructor. **Corequisite:** ED 750.

ED 753: Reading Recovery Teacher Practicum II, 3 cr. (0 and 9)
Teaching experience and practice in implementing and teaching in a Reading Recovery Program. Participants implement content studied in ED 751, which is taken concurrently. **Prerequisites:** Admission into the Clemson University Reading Recovery Program and ED 750 and 752. **Corequisite:** ED 751.

ED 759: Fundamentals of Basic Reading, 3 cr. (3 and 0)
Historical progression of the teaching of reading; current theories and reading practices; teaching basic reading skills.

ED 761*: Reading Instruction in the Elementary School, 3 cr. (3 and 0)
Knowledge and skills necessary for teaching reading to varied types of elementary school learners. **Prerequisites:** Admission to graduate school and permission of instructor.

ED 762: Evaluation and Remediation of Reading Problems, 3 cr. (2 and 3)
Remedial methods and materials for teaching reading; use of diagnostic instruments and interpretation of test results. Student participates in laboratory/field experience and prepares case study with summary of diagnosis emphasizing remediation procedures. **Prerequisite:** ED 759, 761 or 789.

ED 798: Teaching Secondary School Reading, 3 cr. (3 and 0)
Methods and materials for secondary reading programs in developmental, corrective, remedial, adapted, content and recreational areas.

ED 861: Organizing and Supervising Reading Programs, 3 cr. (3 and 0)
Supervisory problems with planning reading programs; analysis of methods and materials of teaching; evaluation of reading programs. **Prerequisite:** One of the following basic reading courses: ED 759, 761, 762, 780 or 798.

ED 863: Practicum in Reading, 3 cr. (2 and 2)
Supervised practicum emphasizing diagnostic and remedial work with readers in public schools. **Prerequisites:** ED 762 and permission of instructor.

ED F 702: Advanced Educational Psychology, 3 cr. (3 and 0)
Educational applications of research and theory on objectives, motivation, class climate, classroom management and learning theory. **Prerequisite:** ED 302 or equivalent; classroom teaching experience recommended.

ED F 808: Educational Tests and Measurements, 3 cr. (3 and 0)
Construction, use and interpretation of subjective and standard tests; measurement applications.

ED 763: Middle School Reading, 3 cr. (3 and 0)
Techniques, materials and theories for teaching reading to middle school students, emphasizing correlating reading skills into the content area. **Prerequisite:** Education major or permission of instructor.

*If this course was completed at the undergraduate level, a substitution may be made with permission of the adviser.
Consult suggested courses for additional expertise in reading/language arts as listed above.
ED 764: Using Literature and Technology for Reading Instruction, 3 cr. (3 and 0)
Provides early childhood, elementary and middle school teachers with theory and knowledge needed to utilize technological and library resources and make appropriate literature selections for the teaching of reading. Prerequisite: Admission to the graduate program.

ED 780: An Integrated Approach to Reading and Writing Instruction, 3 cr. (3 and 0)
Understanding of the reading/writing processes for early childhood and elementary teachers; investigation of the whole language approach in the classroom. Prerequisite: ED 759 or equivalent.

ED 781: Early Literacy: Strategic Reading and Writing Instruction, 3 cr. (3 and 0)
Enables classroom teachers to use the theoretical base of the Reading Recovery program to modify their current instructional practices to include generalizable instructional procedures. Prerequisite: ED 761 or equivalent.

ENGL 700: Children’s Literature for Teachers, 3 cr. (3 and 0)
Literature for preschool through junior high.

ED SP 820: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0)
Focus on research-based methods for instructing individuals with disabilities. Emphasizes principles of effective language arts instruction in reading, writing, speaking and listening skills. Prerequisite: A course in reading methods or permission of instructor.

ED 862: Clinical Research in Reading, 3 cr. (3 and 0)
Reading research and literature; original investigation in such problems as development of reading skills and attitudes, clinical procedures and techniques required. Prerequisite: ED 762.

ED 761*: Reading Instruction in the Elementary School, 3 cr. (3 and 0)
Knowledge and skills necessary for teaching reading to varied types of elementary school learners. Prerequisites: Admission to graduate school and permission of instructor.

ED 762: Evaluation and Remediation of Reading Problems, 3 cr. (2 and 3)
Remedial methods and materials for teaching reading; use of diagnostic instruments and interpretation of test results. Student participates in laboratory/field experience and prepares case study with summary of diagnosis emphasizing remediation procedures. Prerequisite: ED 759, 761 or 789.

ED 798: Teaching Secondary School Reading, 3 cr. (3 and 0)
Methods and materials for secondary reading programs in developmental, corrective, remedial, adapted, content and recreational areas.

ED 861: Organizing and Supervising Reading Programs, 3 cr. (3 and 0)
Supervisory problems with planning reading programs; analysis of methods and materials of teaching; evaluation of reading programs. Prerequisite: One of the following basic reading courses: ED 759, 761, 762, 780 or 798.

ED 862: Clinical Research in Reading, 3 cr. (3 and 0)
Reading research and literature; original investigation in such problems as development of reading skills and attitudes, clinical procedures and techniques required. Prerequisite: ED 762.

ED 863: Practicum in Reading, 3 cr. (2 and 2)
Supervised practicum emphasizing diagnostic and remedial work with readers in public schools. Prerequisites: ED 762 and permission of instructor.

ED F 702: Advanced Educational Psychology, 3 cr. (3 and 0)
Educational applications of research and theory on objectives, motivation, class climate, class management and learning theory. Prerequisite: ED 302 or equivalent; classroom teaching experience recommended.

ED F 808: Educational Tests and Measurements, 3 cr. (3 and 0)
Construction, use and interpretation of subjective and standard tests; measurement applications. Suggested courses as substitutions: ED 798, ED 862.

ED L 705: The Principalship, 3 cr. (3 and 0)
Roles and responsibilities of the principalship including the organization and administration of schools.

Plan III. Reading Teacher, Reading Consultant and Reading Coordinator/ Director

ED 759: Fundamentals of Basic Reading, 3 cr. (3 and 0)
Historical progression of the teaching of reading; current theories and reading practices; teaching basic reading skills.

ED 760: Curriculum Development in the Elementary School, 3 cr. (3 and 0)
Analysis of trends and practices relative to elementary curriculum planning. The course is designed to develop an understanding of the essential elements of curriculum decisions followed by the process of improving the curriculum. Prerequisite: ED F 701, 702 or permission of instructor.

ED L 720: School Personnel Administration, 3 cr. (3 and 0)
School personnel selection, practices and procedures. Prerequisites: ED L 700 and 705.

ED L 730: Techniques of Supervision—The Public Schools, 3 cr. (3 and 0)
Improving, coordinating and evaluating instruction; modern trends of supervisory practices. Prerequisites: ED L 700 and 710.

ED L 735: Educational Evaluation, 3 cr. (3 and 0)
Evaluation theory and design applied to classroom instruction and to evaluation procedures applicable to school center and district programs and projects. Prerequisites: ED L 700 and 710.

One (1) of the following counseling courses:

ED C 801: Foundations of Counseling in the Elementary School, 3 cr. (3 and 0)
Specialized information concerning theory and practice of elementary school counseling; opportunity to explore elementary school counseling techniques.

ED C 802: Foundations of Secondary School Counseling and Guidance, 3 cr. (3 and 0)
Counseling and guidance programs in the secondary school; principles and policies underlying programs.

ED C 811: Multicultural Counseling, 3 cr. (3 and 0)
Responsibility of counselors to all people regardless of race, sex, gender, socioeconomic status, subculture, etc.; content and theory related to counseling multicultural individuals/groups.

ED C 812: Career Counseling, 3 cr. (3 and 0)
Gathering, interpreting and utilizing educational, social and occupational information; techniques used in placement, survey and follow-up. Suggested courses as substitutions:

ED 763: Middle School Reading, 3 cr. (3 and 0)
Techniques, materials and theories for teaching reading to middle school students, emphasizing correlating reading skills into the content area. Prerequisite: Education major or permission of instructor.

ED 764: Using Literature and Technology for Reading Instruction, 3 cr. (3 and 0)
Provides early childhood, elementary and middle school teachers with theory and knowledge needed to utilize technological and library resources and make appropriate literature selections for the teaching of reading. Prerequisite: Admission to the graduate program.

*If this course was completed at the undergraduate level, a substitution may be made with permission of advisor.
ED 760: An Integrated Approach to Reading and Writing Instruction, 3 cr. (3 and 0) Understanding of the reading/writing processes for early childhood and elementary teachers; investigation of the whole language approach in the classroom. Prerequisite: ED 759 or equivalent.

ED 781: Early Literacy: Strategic Reading and Writing Instruction, 3 cr. (3 and 0) Enables classroom teachers to use the theoretical base of the Reading Recovery program to modify their current instructional practices to include generalizable instructional procedures. Prerequisite: ED 761 or equivalent.

ED SP 820: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0) Focus on research-based methods for instructing individuals with disabilities. Emphasizes principles of effective language arts instruction in reading, writing, speaking and listening skills. Prerequisites: A course in reading methods or permission of instructor.

ENGL 700: Children’s Literature for Teachers, 3 cr. (3 and 0) Literature for preschool through junior high.

Plan IV. Early Literacy Emphasis; Reading Teacher

ED 761*: Reading Instruction in the Elementary School, 3 cr. (3 and 0) Knowledge and skills necessary for teaching reading to varied types of elementary school learners. Prerequisites: Admission to graduate school and permission of instructor.

ED 762: Evaluation and Remediation of Reading Problems, 3 cr. (2 and 3) Remedial methods and materials for teaching reading; use of diagnostic instruments and interpretation of test results. Student participates in laboratory/field experience and prepares case study with summary of diagnosis emphasizing remediation procedures. Prerequisite: ED 759, 761 or 789.

(ED 762 prerequisite for Early Literacy is one of the following: ED 781, 781, 782.)

ED 764: Using Literature and Technology for Reading Instruction, 3 cr. (3 and 0) Provides early childhood, elementary and middle school teachers with theory and knowledge needed to utilize technological and library resources and make appropriate literature selections for the teaching of reading. Prerequisite: Admission to the graduate program.

ED 780: An Integrated Approach to Reading and Writing Instruction, 3 cr. (3 and 0) Understanding of the reading/writing processes for early childhood and elementary teachers; investigation of the whole language approach in the classroom. Prerequisite: ED 759 or equivalent.

ED 861: Organizing and Supervising Reading Programs, 3 cr. (3 and 0) Supervisory problems with planning reading programs; analysis of methods and materials of teaching, evaluation of reading programs. Prerequisite: ED 759, 781 or equivalent. ED 762, 781, 782, 783 and admission to graduate school.

ED 863: Practicum in Reading, 3 cr. (2 and 2) Supervised practicum emphasizing diagnostic and remedial work with readers in public schools. Prerequisites: ED 762 and permission of instructor.

ED F 702: Advanced Educational Psychology, 3 cr. (3 and 0) Educational applications of research and theory on objectives, motivation, class climate, class management and learning theory. Prerequisite: ED 302 or equivalent; classroom teaching experience recommended.

ED F 808: Educational Tests and Measurements, 3 cr. (3 and 0) Construction, use and interpretation of subjective and standard tests; measurement applications.

Suggested courses as substitutions:

ED 862: Clinical Research in Reading, 3 cr. (3 and 0) Reading research and literature; original investigation in such problems as development of reading skills and attitudes, clinical procedures and techniques required. Prerequisite: ED 762.

ED SP 820: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0) Focus on research-based methods for instructing individuals with disabilities. Emphasizes principles of effective language arts instruction in reading, writing, speaking and listening skills. Prerequisites: A course in reading methods or permission of instructor.

ENGL 700: Children’s Literature for Teachers, 3 cr. (3 and 0) Literature for preschool through junior high.

Secondary Education

William H. Leonard, Area Coordinator

Major Degrees

Secondary Education M.Ed.

The purpose of an M.Ed. degree in secondary education is to assist secondary teachers in increasing competency in both subject content and instruction. Therefore, the program has practical and theoretical work in education as well as appropriate content in the natural sciences.

The student’s adviser will depend upon the content specialty area. They are: English language, Dr. Bea Bailey; mathematics, Dr. Bob Horton; natural sciences, Dr. Bill Leonard; and social studies, Dr. Sean Warner. Before enrolling for any graduate course, the student shall arrange a conference with the major adviser. Courses taken prior to this conference may or may not be acceptable for the degree. The advisory committee will consist of the major adviser, a faculty member chosen from the appropriate content teaching area department from whom the student has taken course work and a third member at-large (typically one from whom courses are taken). Upon successful completion of the examination, the committee will recommend that the degree be granted. The examination will be written and arranged at a specified time each semester.

The student is advised to observe deadlines for filing the GS-2 (program of study), for filing the GS-4 (application for diploma and graduation) and for having the adviser file the
GS-7 (completion of exit exam). In most cases, signatures of the adviser, the advisory committee, the department head and the dean are required before sending these forms to the Graduate School for final approval. The GS-2 is to be completed about halfway through the course work of study and by no later than a full semester prior to graduation. The GS-4 must be submitted by a full semester prior to the anticipated date of graduation. The GS-7 must be completed by the adviser, signed by each member of the committee and submitted by the middle of the semester of anticipated graduation. The specific dates for each of these forms are given in the Graduate Bulletin and refer to those times at which the completed forms are to be received by the Graduate School.

Admission Requirements: Complete application package to the Graduate School should include: undergraduate degree and certification in a secondary teaching field as required by the State Department of Education; a minimum grade point ratio of 2.5 overall in undergraduate work or a minimum of 2.7 for the last 60 hours of undergraduate work; and approval for admission into the program as granted by the Graduate School, the School of Education and the Secondary Education faculty.

Degree Requirements: This degree requires a minimum of thirty-six (36) semester hours in graduate courses with a GPR of at least 3.0, of which at least eighteen (18) hours must be from 700 level or higher numbered courses; a minimum of fifteen (15) semester hours in graduate courses in professional education, or substitute courses approved by the major adviser in the College of Education. Three to six of these hours may apply toward a thesis; a minimum of eighteen (18) hours of graduate courses in content areas or substitute courses, approved by the major adviser and a representative from the content department. The student is to select one of four content areas (English language, mathematics, natural sciences and social studies). The respective adviser can recommend appropriate courses; an exit examination as required by the College of Education, the Graduate School, the Department of Elementary and Secondary Education, and the appropriate teaching area; and all course work to be credited must have been enrolled in and completed within six calendar years prior to the date on which the degree is to be awarded. This includes up to six hours of approved graduate work that may be transferred from another institution.

I. Required Education Courses (15 - 18 hours)

Foundations Requirement (three hours): select from ED F 701 Human Growth and Development (3) or ED F 702 Advanced Educational Psychology (3).

ED F 701: Human Growth and Development, 3 cr. (3 and 0)

Theory and research in human development and its impact on the teaching/learning process. Prerequisites: ED 334, 335, 336 or equivalent; classroom teaching experience.

ED F 702: Advanced Educational Psychology, 3 cr. (3 and 0)

Educational applications of research and theory on objectives, motivation, class climate, class management and learning theory. Prerequisite: ED 302 or equivalent; classroom teaching experience recommended.

ED 765: Secondary School Curriculum, 3 cr. (3 and 0)

Principles, techniques and trends in secondary school curriculum development and evaluation. Prerequisite: Graduate status.

ED 798*: Teaching Secondary School Reading, 3 cr. (3 and 0)

Methods and materials for secondary reading programs in developmental, corrective, remedial, adapted, content and recreational areas.

ED 803: Advanced Methods of Teaching in the Secondary School, 3 cr. (3 and 0)

Principles and practices involved in promoting effective active learning in secondary schools.

ED F 778: Experimental and Nonexperimental Research Methods in Education I, 3 cr. (3 and 0)

Types of educational research and uses; logical bases of quantitative and qualitative analysis techniques; basic research issues important in education; educational research design and procedures; introduction to measurement and evaluation; applications to special problems in classroom settings and program development; and evaluation in curriculum, administration and educational support services. Prerequisite: EX ST 301 or equivalent or permission of instructor; ED F 808 recommended.

ED F 808: Educational Tests and Measurements, 3 cr. (3 and 0)

Construction, use and interpretation of subjective and standard tests; measurement applications.

II. Content Courses

A minimum of 18 hours of content courses at the 600, 700 or 800 level will be selected with the approval of the adviser. These should focus in one of four subject specialty areas: English language, mathematics, natural sciences or social studies.

ED F 682 (AG ED 682) (THRD 682)

Advanced Educational Applications of Microcomputers, 3 cr. (2 and 2)

Knowledge and skills needed to apply microcomputer technology to the utilization and generation of educational software in accordance with sound educational principles. Prerequisite: ED F (AG ED, THRD) 480.

ED F 690: Student Management and Discipline, 3 cr. (3 and 0)

Aids pre-service and in-service teacher development and refines knowledge, skills and values important for managing students in school settings; practical application of theory and research and legal and ethical considerations. Prerequisites: ED F 302 or PSYCH 201; ED F 334 and 335 or suitable alternative; and minimum grade-point ratio of 2.0.

ED 700 (IN ED 700): Supervising the Student Teacher in the Public School, 2-3 cr. (2-3 and 0)

Knowledge and skills desirable for supervisors of student teachers; use of observation instruments for recording objective data and evaluating teaching performance. Graded on a pass/fail basis. Prerequisites: A professional teaching certificate, at least one year of teaching experience, a recommendation from the employing school district or permission of instructor.

ED F 766: Integrating Service Learning into Curriculum, 3 cr. (2 and 3)

Opportunities for certified teachers to build competence in service learning through personal participation in service and in reflection; students develop a plan to integrate service learning activities into the curriculum of their school and/or district; designed for 12-25 elementary, middle-school, high-school and adult-education teachers. Prerequisite: Teaching certification.

ED 782: Literacy Across the Curriculum, 3 cr. (3 and 0)

Enables classroom teachers to use the theoretical base of the Reading Recovery program to modify their current instructional practices to include reading and writing activities in all aspects of K-5 curriculum. Prerequisites: ED F 761 or equivalent, ED F 781 and admission to graduate school.

ED 894 (ED F 894) (ED SP 894): Directed Research, 1-4 cr. (1-4 and 0)

Research in a line of inquiry in education under the direction of faculty; a specific educational question is investigated and reported using appropriate methodology. Graded on a pass/fail basis. Prerequisite: ED F 778, 808 or permission of instructor.

*If this course was completed at the undergraduate level, a substitution may be made with permission of advisor.
The Master’s of Education degree in special education is designed to ensure that students are knowledgeable of legal and policy issues in special education, assessment, characteristics and instruction of individuals with disabilities. The degree program in special education prepares students in one of the following specialty concentrations: emotional/behavioral disorders, learning disabilities, and mental retardation. The program is approved by the Council for Exceptional Children (CEC) and follows guidelines prescribed by CEC. Successful graduates will apply knowledge and skills that are appropriate for instructing individuals with mild disabilities in a variety of settings. The graduate preparation in special education enables students to understand and critically evaluate the literature in the field, recognize and evaluate current issues and problems in special education, and identify potential solutions for these problems.

Students follow the approved program of study for the degree. All exceptions to the program of study must be approved by the student’s advisory committee. All graduate students must satisfy requirements of the Graduate School, complete the approved course of study for the degree, maintain a B average in all graduate work, and pass the comprehensive exam. The degree requires 36 semester hours. Listed below are the guidelines for completing the M.Ed. degree in special education.

Admission Requirements: Complete application package to the Graduate School should include: a bachelor’s degree; a valid teaching certificate; letters of recommendation; a GPA of 3.0 on a 4.0 scale; and an acceptable GRE score.

Applications for admission to the M.Ed. in special education are processed through the Graduate School, E-108 Martin Hall, Clemson University, Clemson, South Carolina 29634-5120. The Graduate School forwards official transcripts of all previous credits, three recommendations, and a complete application for admission to the department.

Core Requirements Goals: The student will: identify important legal and policy issues in special education; demonstrate knowledge of the research processes within the field of special education; describe the case study method, data analysis, and analysis of specific characteristics of individuals with mild disabilities and implement research-validated interventions for students with disabilities.

Program Core Courses: 24 semester hours

ED F 778: Experimental and Nonexperimental Research Methods in Education I, 3 cr. (3 and 0)
Types of educational research and uses; logical bases of qualitative and quantitative analysis techniques; basic research issues important in education; educational research design and procedures; introduction to measurement and evaluation; applications to special problems in classroom settings and program development; and evaluation in curriculum, administration and educational support services. Prerequisite: EX ST 301 or equivalent or permission of instructor; ED F 808 recommended.

ED SP 669: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0)
Focus on research-based methods for instructing individuals with disabilities. Emphasizes principles of effective language arts instruction in reading, writing, speaking and listening skills. Prerequisites: A course in reading methods or permission of instructor.

ED SP 621: Educational Assessment of Individuals with Disabilities, 3 cr. (3 and 0)
Introduction to the assessment process in special education by addressing procedural safeguards; data collection via informal and standardized procedures; issues in assessment; psychometric properties of standardized tests; and administration, scoring, interpretation of selected instruments. Prerequisites: ED SP 402/602 or permission of instructor.

ED SP 623: Teaching Individuals with Disabilities in Integrated Settings, 3 cr. (3 and 0)
Strategies for teaching individuals with disabilities in integrated settings. Focus on appropriate instruction, accommodations, natural supports, collaboration and consultation. Prerequisite: ED SP 402/602 or permission of instructor.

ED SP 624: Instructional Strategies for Individuals with Disabilities in Secondary School Settings, 3 cr. (3 and 0)
Instructional procedures for teaching individuals with disabilities in middle and high schools. Focus on research-validated practices in learning strategies, content area instruction, functional skills and community-based instruction. Prerequisite: ED SP 402/602 or permission of instructor.

ED SP 653: Legal and Policy Issues in Special Education, 3 cr. (3 and 0)
A study of the impact of legislation-IDEA, Section 504 and litigation on special education. The six major principles of special education law: interpretation of court cases; residential placements, discipline, extended school year services, compensatory education, inclusion; strategies to minimize litigation; and trends in special education. Prerequisite: ED SP 402/602 or permission of instructor.

ED SP 654: Applied Behavior Analysis, 3 cr. (3 and 0)
Accurately recognize, observe, record and chart inappropriate behaviors; develop behavioral plans based on functional assessment data; determine behavioral objectives; apply behavior analysis principles, and foster student self-management skills. Prerequisites: ED SP 402/602, ED F 778 or permission of instructor.

ED 762: Evaluation and Remediation of Reading Problems, 3 cr. (2 and 3)
Remedial methods and materials for teaching reading; use of diagnostic instruments and interpretation of test results. Student participates in laboratory/field experience and prepares case study with summary of diagnosis emphasizing remediation procedures. Prerequisite: ED 759, 761 or 789.

South Carolina Certification Area: (nine hours)
The student must complete one of the following sequences for an M.Ed. in special education at Clemson University. To be eligible for a South Carolina endorsement in Emotional Disabilities, Learning Disabilities and/or Mental Disabilities, one must complete the corresponding course sequence(s) and NTE Specialty Area Examination.

I. Emotional Disorders Certification

ED SP 669: Characteristics of Children with Emotional Disorders, 3 cr. (3 and 0)
Meaning and concepts associated with students with emotional disorders; analysis of the cause and characteristics of these students with emotional disorders. Prerequisites: ED F 302 or PSYCH 201, ED SP 402/602 and a minimum grade-point ratio of 2.0, or permission of instructor.

ED SP 674: Educational Procedures for Children with Emotional Disorders, 3 cr. (3 and 0)
Procedures for teaching students with emotional disorders; curriculum and instructional modifications, program planning and facility adaptation, behavior controls, communicating with mental health specialists, and developing readiness for return to regular class. Prerequisite: Admission to the professional program or permission of instructor for graduate credit.

ED SP 675*: Educational Procedures for Individuals with Learning Disabilities, 3 cr. (3 and 0)
Educational evaluation and instructional procedures to improve outcomes for individuals with learning disabilities. Prerequisites: ED F 302, ED SP 402 and PSYCH 201; or permission of instructor.

ED SP 678: Practicum in Emotional Disorders, 3 cr. (2 and 3)
Practical experience in teaching students with emotional disorders under the supervision of college faculty and local teachers. Prerequisites: ED SP 402, 469, 474, admission to the professional program; or permission of instructor.

* This course is required for South Carolina certification in emotional disabilities and should be included in the program of studies in three hours of electives.
ED SP 670: Characteristics of Individuals with Learning Disabilities, 3 cr. (3 and 0)
Definitions, evaluation procedures, cognitive, social, academic and functional skills of individuals with learning disabilities across the lifespan. Prerequisites: ED F 302, ED SP 402, PSYCH 201, admission to the professional program or permission of instructor.

ED SP 675: Educational Procedures for Individuals with Learning Disabilities, 3 cr. (3 and 0)
Educational evaluation and instructional procedures to improve outcomes for individuals with learning disabilities. Prerequisites: ED F 302, ED SP 402 and PSYCH 201; or permission of instructor.

ED SP 676: Practicum in Learning Disabilities, 3 cr. (2 and 3)
Practical experience in teaching individuals with learning disabilities under the supervision of college faculty and local teachers. Prerequisite: ED SP 402, 470, 475, admission to the professional program; or permission of instructor.

III. Mental Retardation Certification

ED SP 672: Characteristics of Individuals with Mental Retardation, 3 cr. (3 and 0)
Characteristics of mental retardation across the lifespan: learning, behavioral and developmental aspects. Prerequisite: Admission to the professional program or permission of instructor for graduate credit.

ED SP 673: Educational Procedures for Individuals with Mental Retardation, 3 cr. (3 and 0)
Identification, selection and preparation of functional curriculum materials and pedagogy for teaching students with mental retardation; multidisciplinary, student-centered approach to program planning. Prerequisite: Admission to the professional program or permission of instructor for graduate credit.

ED SP 679: Practicum in Mental Retardation, 3 cr. (2 and 3)
Experience in teaching individuals with mental retardation under the supervision of college faculty and local teachers. Prerequisites: ED SP 402, 472, 473, admission to the professional program; or permission of instructor.

Electives: (three hours)

For elementary emphasis ED SP 822 is recommended. For secondary emphasis ED SP 825 is recommended.

If students have not completed the following courses at an undergraduate level, they will be required by South Carolina Teacher Certification to complete them for certification.

ED SP 402 The Exceptional Child
ED 459/460 Teaching Reading in the Early/Intermediate Grades

Students must declare degree-seeking status in the Graduate School prior to the completion of 12 semester hours toward an M.Ed. In addition to the required course work, certification sequence and electives all candidates for a M.Ed. in special education are required to pass a comprehensive examination. Comprehensive examinations are administered following the completion of an approved program of study.

Depending on previous course work, elective courses may be substituted by the student's advisory committee.

ED SP 602: The Exceptional Child, 3 cr. (3 and 0)
Survey of exceptionality including students who are gifted; nature, cause and treatment of difficulties; and educational problems. Prerequisite: Minimum grade-point ratio of 2.0.

ED SP 614 (PRTM 614): Recreation and Leisure for Special Populations, 3 cr. (3 and 0)
Practical experience in designing recreation and leisure activities for special populations (e.g., handicapped, elderly).

ED SP 636: Selected Topics in Special Education, 1-3 cr. (1-3 and 0)
Current issues and topics not covered in other special education courses. May be repeated for a maximum of six credits if different topics are covered. Prerequisite: Junior standing in education.

ED SP 669: Characteristics of Children with Emotional Disorders, 3 cr. (3 and 0)
Meaning and concepts associated with students with emotional disorders; analysis of the cause and characteristics of these students with emotional disorders. Prerequisites: ED F 302 or PSYCH 201, ED SP 402/602 and a minimum grade-point ratio of 2.0, or permission of instructor.

ED SP 670: Characteristics of Individuals with Learning Disabilities, 3 cr. (3 and 0)
Definitions, evaluation procedures, cognitive, social, academic and functional skills of individuals with learning disabilities across the lifespan. Prerequisites: ED F 302, ED SP 402, PSYCH 201, admission to the professional program or permission of instructor.

ED SP 672: Characteristics of Individuals with Mental Retardation, 3 cr. (3 and 0)
Characteristics of mental retardation across the lifespan: learning, behavioral and developmental aspects. Prerequisite: Admission to the professional program or permission of instructor for graduate credit.

ED SP 673: Educational Procedures for Individuals with Mental Retardation, 3 cr. (3 and 0)
Identification, selection and preparation of functional curriculum materials and pedagogy for teaching students with mental retardation; multidisciplinary, student-centered approach to program planning. Prerequisite: Admission to the professional program or permission of instructor for graduate credit.

ED SP 674: Educational Procedures for Children with Emotional Disorders, 3 cr. (3 and 0)
Procedures for teaching students with emotional disorders: curriculum and instructional modifications, program planning, facility adaptation, behavior controls, communicating with mental health specialists and developing readiness for return to regular class. Prerequisite: Admission to the professional program or permission of instructor for graduate credit.

ED SP 675: Educational Procedures for Individuals with Learning Disabilities, 3 cr. (3 and 0)
Educational evaluation and instructional procedures to improve outcomes for individuals with learning disabilities. Prerequisites: ED F 302, ED SP 402 and PSYCH 201; or permission of instructor.

ED SP 676: Practicum in Learning Disabilities, 3 cr. (2 and 3)
Practical experience in teaching individuals with learning disabilities under the supervision of college faculty and local teachers. Prerequisite: ED SP 402, 470, 475, admission to the professional program; or permission of instructor.

ED SP 677: Characteristics of Children Who Are Gifted, 3 cr. (3 and 0)
Definitions, incidences, characteristics, identification procedures and curriculum options for the gifted. Prerequisites: ED SP 402 and minimum grade-point ratio of 2.0.

ED SP 678: Practicum in Emotional Disorders, 3 cr. (2 and 3)
Practical experience in teaching students with emotional disorders under the supervision of college faculty and local teachers. Prerequisites: ED SP 402, 470, 475, admission to the professional program; or permission of instructor.

ED SP 679: Practicum in Mental Retardation, 3 cr. (2 and 3)
Experience in teaching individuals with mental retardation under the supervision of college faculty and local teachers. Prerequisites: ED SP 402, 472, 473, admission to the professional program; or permission of instructor.

ED SP 820: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0)
Focus on research-based methods for instructing individuals with disabilities. Emphasizes principles of effective language arts instruction in reading, writing, speaking and listening skills. Prerequisites: A course in reading methods or permission of instructor.
ED SP 821: Educational Assessment of Individuals with Disabilities, 3 cr. (3 and 0)
Introduction to the assessment process in special education by addressing procedural safeguards; data collection via informal and standardized procedures; issues in assessment; psychometric properties of standardized tests; and administration, scoring and interpretation of selected instruments. Prerequisites: ED SP 402/602 or permission of instructor.

ED SP 822: Teaching Mathematics to Individuals with Disabilities, 3 cr. (3 and 0)
Procedures for teaching mathematics to individuals with disabilities using direct instruction as an approach to assessment, instructional planning and evaluation; research in mathematics instruction for individuals with disabilities and mathematics program.

ED SP 823: Teaching Individuals with Disabilities in Integrated Settings, 3 cr. (3 and 0)
Strategies for teaching individuals with disabilities in integrated settings. Focus on appropriate instruction, accommodations, natural supports, collaboration and consultation. Prerequisite: ED SP 402/602 or permission of instructor.

ED SP 824: Instructional Strategies for Individuals with Disabilities in Secondary School Settings, 3 cr. (3 and 0)
Instructional procedures for teaching individuals with disabilities in middle and high schools. Focus on research-validated practices in learning strategies, content-area instruction, functional skills and community-based instruction. Prerequisite: ED SP 402/602 or permission of instructor.

ED SP 825: Career/Vocational Education for Individuals with Disabilities, 3 cr. (3 and 0)
Career and vocational options for individuals with disabilities; assessment of post-school goals, future service needs and transition. Emphasis on the role of the secondary special educator in facilitating transition for individuals with disabilities. Prerequisite: ED SP 402/602 or permission of instructor.

ED SP 853: Legal and Policy Issues in Special Education, 3 cr. (3 and 0)
A study of the impact of legislation-IDEA, Section 504 and litigation on special education. The six major principles of special education law; interpretation of court cases; residential placements, discipline, extended school year services, compensatory education, inclusion; strategies to minimize litigation; and trends in special education. Prerequisite: ED SP 402/602 or permission of instructor.

ED SP 854: Applied Behavior Analysis, 3 cr. (3 and 0)
Class members will accurately recognize, observe, record and chart inappropriate behaviors; develop behavioral plans based on functional assessment data; determine behavioral objectives; apply behavior analysis principles and foster student self-management skills. Prerequisites: ED SP 402/602, ED F 778 or permission of instructor.

ED SP 881: Individual Testing, 3 cr. (3 and 0)
Interpretation of Wechsler scales with supervised practice in their administration. Prerequisites: ED 701, 702, 809, ED F 808 and permission of instructor.

ED SP 894 (ED F 894) (ED 894):
Directed Research, 1-4 cr. (1-4 and 0)
Research in a line of inquiry in education under the direction of faculty; a specific educational question is investigated and reported using appropriate methodology. Graded on a pass/fail basis. Prerequisite: ED F 778, 808 or permission of instructor.

ED SP 931: Advanced Research in Learning Disabilities, 3 cr. (3 and 0)
History, theory, research and practice pertaining to selected issues in methods and curriculum within the field of learning disabilities. Emphasis is on research-based interventions in the preparation, selection, and adaptation of instruction for students with learning disabilities. Prerequisites: Graduate standing, ED L 725 and ED 853 or permission of instructor.

ED SP 932: Advanced Research in Emotional/Behavioral Disorders, 3 cr. (3 and 0)
History, theory, research and practice pertaining to selected issues in the field of emotional/behavioral disorders. Emphasis is on the influence of various theoretical approaches in the field and research-based interventions and curriculum development. Prerequisites: Graduate standing and ED 821.

ED SP 933: Advanced Research in Mental Retardation, 3 cr. (3 and 0)
History, theory, research and practice pertaining to selected issues in the field of mental retardation. Emphasis is on historical treatment, theoretical approaches, research-based interventions, and community-based and lifespan curriculum development for individuals with mental retardation. Prerequisites: Graduate standing and ED 821.

ED SP 934: Program Models, Evaluation and Current Trends in Special Education, 3 cr. (3 and 0)
Program models, program evaluation, current trends and issues in programming that impact the growth of special education. Prerequisites: Graduate standing and ED 930.

ED SP 980 (ED F 980) (ED 980):
Internship in Curriculum and Instruction, 1-6 cr. (0 and 3-18)
Practical experiences linking the student's program of study to his or her field of professional service. Graded on a pass/fail basis. Prerequisite: Permission of major adviser.

ED SP 991 (ED F 991) (ED 991):
Doctoral Dissertation Research, credit to be arranged

Technology and Human Resource Development

Gerald G. Lovedahl, Area Coordinator

Majors               Degrees

Human Resource Development M.T.H.R.D.
Industrial Education M.In.Ed.
Vocational/Technical Education Ed.D.

The human resource field is a specialized blend of education, counseling, psychology, management, and sociology. The Master's degree in human resource development (MHRD) is designed to prepare industrial training directors, educational specialists, training coordinators and personnel for HRD occupations in business, industry and the public sector.

HRD specialists commonly provide training related to the areas of technical and interpersonal skills, management and motivation. The HRD program is designed to involve applicants to the MHRD program are required to complete 36 hours including 15 hours in core human resource development courses, six hours in research methods and 15 elective hours in core work appropriate to individual career objectives, such as personnel management, organizational development, career counseling, compensation management, etc. This program is also available to off-campus students through the Office of Off-Campus Distance and Continuing Education. Call 1-888-CLEMSON (253-6766) for more information.

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Admission Requirements: Complete application package to the Graduate School should include: bachelor's degree from an approved college/university; 24 semester hours of undergraduate credit related to HRD or equivalent work experience (this requirement may be satisfied through appropriate co-requisites); a GPA of 2.5 or higher overall and 2.7 or higher (4.0 scale) on last 60 hours of undergraduate work (GRE required only for students with marginal GPA); and departmental approval.

Core Requirements: Foundations/Training (required courses - 15 credit hours)

H R D 830: Concepts of Human Resource Development, 3 cr. (3 and 0)
Theory and practice of contemporary applications of human resource development (HRD) programs; training and development functions; strategies for designing and developing programs; and application of methods, techniques and resources in the context of changing needs, technologies, demographics and economic circumstances that create the need for different skills and knowledge in the work force. Prerequisite: Permission of instructor.

H R D 845 (IN ED 845): Needs Assessment for Education and Industry, 3 cr. (3 and 0)
Theory and practice of needs assessment activities in human resource development (HRD) programs; importance of the process to the identification of content/curricula topics and the overall training environment; specific methodologies used in the needs assessment process; supportive components of various program planning systems. Prerequisite: H R D 830 or permission of instructor.

H R D 847 (IN ED 847): Instructional Systems Design, 3 cr. (3 and 0)
Theory and practice of instructional systems development activities in human resource development (HRD) programs; identification, selection and organization of subject matter appropriate for competency-based training (CBT) programs; occupational analysis techniques; rationale statements, goals and objectives; related instructional materials; participant evaluation; and instructional scheduling. Prerequisites: H R D 830 and 845 or permission of instructor.

H R D 849: Evaluation of Training and Development/H R D Programs, 3 cr. (3 and 0)
Theory and practice of evaluation processes related to training and development in human resource development (HRD) programs; developing a results-oriented approach based on specific criteria or standards; designing instruments; determining program costs; and collecting, analyzing and interpreting data to ascertain outcomes. Prerequisites: H R D 830, 845, 847, 860 and IN ED 889 or permission of instructor.

H R D 860 (IN ED 860): Instructional Materials Development, 3 cr. (3 and 0)
Development and application of instructional materials and laboratory activities for training programs in education and industry; reinforcement of instructional training concepts and materials development procedures that are applied across human resource development (HR D) programs. Prerequisites: H R D 830 and 845.

Applied Research (required courses - six credit hours)

H R D 897: Applied Research and Development, 3 cr. (3 and 0)
Study of a particular topic under the direction of a faculty member. Students identify a special problem related to the human resource development (HRD) profession based on their personal interests, experiences, needs and goals. Prerequisites: Submission of a written proposal, prior approval of adviser and satisfactory completion of 12 hours of graduate H R D courses and IN ED 889.

IN ED 889 (ED 889) (AG ED 889): Research in Education, 3 cr. (3 and 0)
Problem selection; types of educational research and techniques employed; use of ERIC system and computer program packages; interpretation of research findings. Application (six to nine credit hours)

H R D 846 (IN ED 846): Applied Public Relations, 3 cr. (3 and 0)
Practical and theoretical approaches to problem identification and the development of respective solutions in the public relations process; action and message generation, media development and evaluation of public relations techniques in existing organizations. Prerequisites: Employment or ready access to an employer and place of employment; THRD 468/668 is desirable.

IN ED 889 (ED 889) (AG ED 889): Research in Education, 3 cr. (3 and 0)
Problem selection; types of educational research and techniques employed; use of ERIC system and computer program packages; interpretation of research findings. Application (six to nine credit hours)

H R D 870 (IN ED 870): Consulting for Education and Industry, 3 cr. (3 and 0)
Theory and practice of external and internal consulting practices in human resource development (HRD) programs; dynamics of a professional helping relationship; methods and techniques for initiating and terminating consulting relationships; diagnosing client situations; identification, selection and implementation of alternative problem solutions; evaluation of professional consulting relationships. Prerequisite: H R D 830 or permission of instructor.

IN ED 820: Recent Process Developments, 3 cr. (3 and 0)
Recent technological innovations, inventions, processes and products, and their impact on our industrial, labor, educational and social institutions.

IN ED 865: American Industries, 3 cr. (3 and 0)
Concepts and principles of American industry and technology. Industrial plant visits supplement study of industrial organization, economics, management, production and products.

IN ED 895 (G C 895): Special Problems I, 3 cr. (3 and 0)
Special problems in industrial education, varying with interests, experiences and needs of students. Prerequisites: Submission of a written proposal, prior approval of adviser and completion of nine hours in the major.

THRD 610 (G C 610): Selected Topics, 1-3 cr. (1-3 and 0)
Subject areas organized according to program needs. Content will be planned cooperatively by the University and the school system or agency requesting the course. May be repeated for a maximum of 18 credits, but only if different topics are covered. Prerequisite: Permission of instructor.

THRD 680 (ED F 680) (AG ED 680): Educational Applications of Microcomputers, 3 cr. (2 and 2)
Fundamentals of computer applications for teachers; competencies in general computer applications such as word processing and database management; educational uses of the Internet and computer-assisted instruction; emphasis on legal and ethical issues and the impact of computer technology upon society. Prerequisites: Admission to a teacher education program; graduate standing.

THRD 682 (ED F 682) (AG ED 682): Advanced Educational Applications of Microcomputers, 3 cr. (2 and 2)
Knowledge and skills needed to apply microcomputer technology to the utilization and generation of educational software in accordance with sound educational principles.

VT ED 876: College Teaching, 3 cr. (3 and 0)
Instructional practices; curriculum; techniques of organizing and planning learning experiences; analysis of teaching strategies and systems.

Cognate Theory (six to nine credit hours)

AG ED 801: Systems for Technology Transfer, 3 cr. (3 and 0)
Development of a philosophical foundation and utilization of cooperative learning strategies and techniques to disseminate and effectively technological change for expanding clientele and diverse socioeconomic environments.

AG ED 821: Theories and Practices of Adult Education, 3 cr. (3 and 0)
Recent research on adult learning; a comparison of the assumptions supporting pedagogy and andragogy; teaching adults through formal classes and community organizations. Prerequisite: PSYCH 201 or ED 302 or equivalent.
ED F 808: Educational Tests and Measurements, 3 cr. (3 and 0)
Wage and employment theory; labor markets; labor history; current problems in labor and manpower economics.

ED C 813: Appraisal Procedures, 3 cr. (3 and 0)
Comprehensive overview of the phenomenon of subjective and standard tests; measurement applications. 

ED C 812: Career Counseling, 3 cr. (3 and 0)
Gathering, interpreting and utilizing educational, social and occupational information; techniques used in placement, survey and follow-up.

ED C 811: Multicultural Counseling, 3 cr. (3 and 0)
Responsibility of counselors to all people regardless of race, sex, gender, socioeconomic status, subculture, etc.; content and theory related to counseling multicultural individuals/groups.

ED C 810: Theories and Techniques of Counseling, 3 cr. (3 and 0)
Counseling theories and techniques. Prerequisite: ED C 801 and 802 or permission of instructor.

ED C 815: Group Counseling, 3 cr. (3 and 0)
Experience as a member of a group to aid the student in understanding group dynamics and the role of a group member as a participant and facilitator; emphasis is on small group participation, communication skills and self-understanding. Prerequisite: Permission of instructor.

ED C 822: Addictions Counseling, 3 cr. (3 and 0)
Comprehensive overview of the phenomenon of chemical dependence and addiction; current methods of identification and intervention; and awareness of how addictions affect individuals, families, schools and communities. Prerequisite: Permission of instructor.

ENGL 690: Advanced Technical and Business Writing, 3 cr. (3 and 0)
Advanced work in writing proposals, manuals, reports and publishable articles. Students will produce work individually and in groups. Prerequisite: ENGL 304 or 314 or permission of instructor.

ENGL 685: Teaching Professional Writing, 3 cr. (3 and 0)
Teaching professional writing and examining theories and practices of written, graphic and oral communication; students prepare course descriptions, rationales and syllabi for teaching various forms of business, scientific and technical writing. Prerequisite: Graduate standing.

EX ST 811: Statistical Methods for Process Development and Control, 3 cr. (3 and 0) F, S
Experimental design techniques for use in process development; application of screening experiments and response surface experiments; techniques for process control; contributions for product quality control; use of statistical computer analyses and interpretations including computer generated graphics. Prerequisite: MTHSC 206 or permission of instructor.

EX ST 801: Statistical Methods I, 4 cr. (3 and 3) F, S, SS
Role and application of statistics in research; estimation, test of significance, analysis of variance, multiple comparison techniques, basic designs, mean square expectations, variance components analysis, simple and multiple linear regression and correlation, and non-parametric procedures. Prerequisite: Permission of instructor.

EX ST 802: Statistical Methods II, 3 cr. (3 and 0) F, S, SS
Extended coverage of several methods introduced in EX ST 801: multiple regression model building and diagnostics, experiment design and analysis, and nonparametric methods; mixed models and repeated measures analyses; categorical data analysis; multivariate methods and sampling designs; appropriate use of statistical software. Prerequisite: EX ST 801.

ENGL 853: Visual Communications, 3 cr. (3 and 0)
Understanding the language of images used in textual and extratextual communication; theories of perception, methods of visual persuasion, gender analysis, and cognitive and aesthetic philosophies of visual rhetoric. Prerequisite: Graduate standing.

ENGL 854: Teaching Professional Writing, 3 cr. (3 and 0)
Teaching professional writing and examining theories and practices of written, graphic and oral communication; students prepare course descriptions, rationales and syllabi for teaching various forms of business, scientific and technical writing. Prerequisite: Graduate standing.

EX ST 611: Statistical Methods for Process Development and Control, 3 cr. (3 and 0) F, S
Experimental design techniques for use in process development; application of screening experiments and response surface experiments; techniques for process control; contributions for product quality control; use of statistical computer analyses and interpretations including computer generated graphics. Prerequisite: MTHSC 206 or permission of instructor.

PRTM 705: Internship, 1-3 cr. (0 and 9)
Field placement in an approved agency under qualified supervision. Graded on a pass/fail basis. Prerequisite: PRTM student or permission of instructor.

PSYCH 657: Principles and Processes of Teamwork, 3 cr. (3 and 0)
Individual and group processes as they apply to team performance; theories, research and models of team functioning; applications of principles to ad hoc, business, multidisciplinary work and computer-supported teams. Prerequisite: PSYCH 201, one 300-level PSYCH course or permission of instructor.
PSYCH 659: Group Dynamics, 3 cr. (3 and 0)
Current theory and research on small group processes, group formation and development, group structure, the dynamic forces within a group, leadership and group problem solving and decision making. Prerequisites: PSYCH 201 and one 300-level psychology course or permission of instructor.

PSYCH 860: Psychology of Training and Evaluation, 3 cr. (3 and 0)
Evaluation issues such as criteria development, organizational assessment, process and outcome criteria along with instructional methodologies such as fairness in training, special populations, second careers, hard-core unemployment, and ethics of organizational and industrial change. Prerequisite: A course in industrial psychology, personnel psychology or equivalent.

PSYCH 862: Organizational Development, 3 cr. (3 and 0)
Forms of organizational structure and basic theories of organizations; theories and technologies of organizational development and change; relationships between organizational design and technology. Prerequisite: A course in industrial/organizational psychology or equivalent.

PSYCH 863: Work Motivation and Satisfaction, 3 cr. (3 and 0)
Explanations for absenteeism, productivity, job satisfaction and withdrawal, as well as their interrelationships; methods of measuring attitudes and opinions and general theories of human motivation. Prerequisite: An industrial/organizational psychology course or equivalent.

SOC 803: Survey Designs for Applied Social Research, 4 cr. (3 and 2) F
Survey research design principles, procedures and techniques used in applied sociology; instrumentation; data collection and management and their interpretation. Prerequisite: SOC 303 or equivalent.

SOC 805: Evaluation Research, 3 cr. (3 and 0) S
Research methods and techniques of computer-assisted data management and analyses used in evaluating policies, operation, organization and effectiveness of social programs in the private and public sectors; microcomputer software packages available for these purposes. Prerequisite: SOC 803.

SOC 830: Human Systems Development: Organizations and Society, 3 cr. (3 and 0) F
Complex organizations such as human systems with primary focus on development and change, interorganizational relations and the influence of these structures on the community life. Prerequisite: SOC 430 or equivalent.

SOC 833: Work and Society, 3 cr. (3 and 0)
The history of industrial development and its consequences at the societal, community and individual levels; current issues involved in the relationship between work and society; strategies for developing research and policy related to these issues. Prerequisite: SOC 330 or equivalent.

INDUSTRIAL TECHNOLOGY EDUCATION CONCENTRATION

I. Foundations
ED F 701: Human Growth and Development, 3 cr. (3 and 0)
Theory and research in human development and its impact on the teaching/learning process. Prerequisites: ED 334, 335, 336 or equivalent; classroom teaching experience.

ED F 702: Advanced Educational Psychology, 3 cr. (3 and 0)
Educational applications of research and theory on objectives, motivation, class climate, class management and learning theory. Prerequisite: ED 302 or equivalent; classroom teaching experience recommended.

VT ED 810: Foundations of Vocational and Technical Education, 3 cr. (3 and 0)
Evolution of vocational and technical education during the twentieth century and current trends; sociological, psychological and philosophical theories underlying current objectives; definition of broad parameters of the field.

VT ED 850: Programs, Concepts and Issues in Vocational and Technical Education, 3 cr. (3 and 0)
Current activities and debates in vocational and technical education; traditional and innovative programs, career education, school finance, disadvantaged students, handicapped youth, sex equality and other specialized programs.

II. Organization and Administration
ED C 815: Group Counseling, 3 cr. (3 and 0)
Experience as a member of a group to aid the student in understanding group dynamics and the role of a group member as a participant and facilitator; emphasis is on small group participation, communication skills and self-understanding. Prerequisite: Permission of instructor.

ED L 715: School and Community Relationships, 3 cr. (3 and 0)
Interdependence of school and community; identifying and defining societal expectations of schools and effect of these expectations on educational policy; impact of social, political, economic and demographic change on educational policy.

ED L 725: Legal Phases of School Administration, 3 cr. (3 and 0)
Legal principles involved in school administration and in court actions. Prerequisites: ED L 700 and 710.

IN ED 846 (H R D 846): Applied Public Relations, 3 cr. (3 and 0)
Practical and theoretical approaches to problem identification and the development of respective solutions in the public relations process; action and message generation, media development and
evaluation of public relations techniques in existing organizations. **Prerequisites:** Employment or ready access to an employer and place of employment; THRD 468/668 is desirable.

**THRD 668: Public Relations, 3 cr. (3 and 0)** Techniques and methods of effective public and industrial relations that contribute to understanding and cooperation of labor, business, professional, educational and industrial groups.

**VT ED 861: Administration and Supervision in Vocational and Technical Education, 3 cr. (3 and 0)** Principles and practices for administering and supervising vocational and technical schools and classes under federal vocational acts, state regulations and local policies. **Prerequisite:** VT ED 810 or permission of instructor.

III. Curriculum and Instruction

**ED 798: Teaching Secondary School Reading, 3 cr. (3 and 0)** Methods and materials for secondary reading programs in developmental, corrective, remedial, adapted, content and recreational areas.

**ED F 808: Educational Tests and Measurements, 3 cr. (3 and 0)** Construction, use and interpretation of subjective and standard tests; measurement applications.

**ED SP 823: Teaching Individuals with Disabilities in Integrated Settings, 3 cr. (3 and 0)** Strategies for teaching individuals with disabilities in integrated settings. Focus on appropriate instruction, accommodations, natural supports, collaboration, and consultation. **Prerequisite:** ED SP 402/602 or permission of instructor.

**IN ED 700 (ED 700): Supervising the Student Teacher in the Public School, 2-3 cr. (2-3 and 0)** Knowledge and skills desirable for supervisors of student teachers; use of observation instruments for recording objective data and evaluating teaching performance. Graded on a pass/fail basis. **Prerequisites:** A professional teaching certificate, at least one year of teaching experience, a recommendation from the employing school district or consent of the instructor.

**IN ED 815: Seminar in Industrial Education, 1 cr. (1 and 0)** Students and faculty discuss and study new technological and professional advances. May be taken up to three times. Graded on a pass/fail basis.

**IN ED 820: Recent Process Developments, 3 cr. (3 and 0)** Recent technological innovations, inventions, processes and products, and their impact on our industrial, labor, educational and social institutions.

**IN ED 845 (H R D 845): Needs Assessment for Education and Industry, 3 cr. (3 and 0)** Theory and practice of needs assessment activities in human resource development (HRD) programs; importance of the process to the identification of content/curriculum topics and the overall training environment; specific methodologies used in the needs assessment process; support components of various program planning systems. **Prerequisite:** HRD 830 or permission of instructor.

**IN ED 860 (H R D 860): Instructional Materials Development, 3 cr. (3 and 0)** Development and application of instructional materials and laboratory activities for training programs in education and industry; reinforcement of instructional training concepts and materials development procedures that are applied across human resource development (HRD) programs. **Prerequisites:** HRD 830 and 845.

**IN ED 865*: American Industries, 3 cr. (3 and 0)** Concepts and principles of American industry and technology. Industrial plant visits supplement study of industrial organization, economics, management, production and products.

**THRD 668: Instructional Video Production, 3 cr. (1 and 4)** Basic instructional media development techniques. Students will develop material using authoring software such as HyperCard, transparencies using Presentation and/or Powerpoint, and fully storyboarded, scripted, and edited digital as well as analog video.

**THRD 674: School Safety, 3 cr. (3 and 0)** Principles of school safety emphasizing safety analyses, accident prevention, remediation of unsafe conditions, development and use of instructional materials, and school liability.

**VT ED 833*: Curriculum Construction in Vocational and Technical Education, 3 cr. (3 and 0)** Students develop a specific course in a selected vocational and technical education area by specifying performance goals and building around these objectives. **Prerequisite:** AG ED 640 or THRD 670 or equivalent.

IV. Research

**IN ED 889* (ED 889) (AG ED 889): Research in Education, 3 cr. (3 and 0)** Problem selection; types of educational research and techniques employed; use of ERIC system and computer program packages; interpretation of research findings.

**IN ED 895* (G C 895): Special Problems I, 3 cr. (3 and 0)** Special problems in industrial education, varying with interests, experiences and needs of students. **Prerequisites:** Submission of a written proposal, prior approval of adviser and completion of nine hours in the major.

**IN ED 896 (G C 896): Special Problems II, 3 cr. (3 and 0)** Continuation of IN ED 895. **Prerequisites:** Submission of a written proposal, prior approval of adviser and completion of IN ED 895.

**V. Technical Electives:** (six credit minimum; see adviser for additional courses)

**IN ED 851: Current Topics in Communication Technology, 1-3 cr. (1-3 and 0)** Recent technological processes in the communication industry, such as CAD, desktop publishing and interactive video, for teachers and industrial personnel. **Prerequisite:** Graduate status.

**IN ED 852: Current Topics in Manufacturing Technology, 1-3 cr. (1-3 and 0)** Contemporary manufacturing practices for public school teachers and industry personnel.

**IN ED 853: Current Topics in Construction Technology, 1-3 cr. (1-3 and 0)** Update for teachers in industrial technology education programs at the secondary level, instructors in construction-related programs at the postsecondary level and industrial trainers in the private sector; contemporary technological processes in construction industries.

**IN ED 854: Current Topics in Power Technology, 1-3 cr. (1-3 and 0)** Contemporary applications of power and energy for public school teachers and industry personnel.

**THRD 610 (G C 610): Selected Topics, 1-3 cr. (1-3 and 0)** Subject areas organized according to program needs. Content will be planned cooperatively by the University and the school system or agency requesting the course. May be repeated for a maximum of 18 credits, but only if different topics are covered. **Prerequisite:** Permission of instructor.

**THRD 641: Internal Combustion Engines, 3 cr. (2 and 3)** Internal combustion engine: theory of operation, applications, methods of analyzing performance and troubleshooting malfunctions. Intended as an elective for industrial technology education and vocational-technical education option majors. **Prerequisite:** THRD 640 or permission of instructor.
THRD 650: Electronics for Educators, 3 cr. (1 and 6)
Principles of electronics as applied in communications and automatic controls involving transistors, integrated circuits, and other electronic devices and materials for the preparation of teachers of industrial arts and vocational-technical electricity and electronics. Prerequisite: THRD 650 or equivalent.

THRD 682 (ED F 682) (AG ED 682): Advanced Educational Applications of Microcomputers, 3 cr. (2 and 2)
Knowledge and skills needed to apply microcomputer technology to the utilization and generation of educational software in accordance with sound educational principles.

THRD 683: Architectural Drafting for Industrial Education, 3 cr. (1 and 6)
Major aspects of architectural drawing such as plot, floor and foundation plans; wall sections; elevations. Prerequisite: THRD 680.

THRD 692: Advanced Projects, 1-6 cr. (1-6 and 0)
Student gains depth in content by completing a project under the supervision of an instructor in one of the following subject areas: arts and crafts, drawing and design, electronics and phonetics, graphic arts, metalworking, occupational education, power and woodworking. Written project approval required before registering. Prerequisite: Permission of instructor.

Special Institute Courses may substitute for certain requirements in the Industrial Technology Education concentration. See your adviser for applications.

VOCATIONAL-TECHNICAL EDUCATION CONCENTRATION

I. Foundations
ED L 715: School and Community Relationships, 3 cr. (3 and 0)
Interdependence of school and community; identifying and defining societal expectations of schools and effect of these expectations on educational policy; impact of social, political, economic, and demographic change on educational policy.

IN ED 815*: Seminar in Industrial Education, 1 cr. (1 and 0)
Students and faculty discuss and study new technological and professional advances. May be taken up to three times. Graded on a pass/fail basis.

IN ED 846 (H R D 846): Applied Public Relations, 3 cr. (3 and 0)
Practical and theoretical approaches to problem identification and the development of respective solutions in the public relations process: action and message generation, media development and evaluation of public relations techniques in existing organizations. Prerequisites:

Employment or ready access to an employer and place of employment; THRD 486/686 is desirable.

IN ED 865*: American Industries, 3 cr. (3 and 0)
Concepts and principles of American industry and technology. Industrial plant visits supplement study of industrial organization, economics, management, production and products.

VT ED 810*: Foundations of Vocational and Technical Education, 3 cr. (3 and 0)
Principles and practices for designing and supervising vocational and technical schools and classes under federal vocational acts, state regulations and local policies. Prerequisite: VT ED 810 or permission of instructor.

II. Curriculum and Educational Theory
ED C 812: Career Counseling, 3 cr. (3 and 0)
Gathering, interpreting, and utilizing educational, social, and occupational information; techniques used in placement, survey, and follow-up.

ED F 808: Educational Tests and Measurements, 3 cr. (3 and 0)
Construction, use and interpretation of subjective and standard tests; measurement applications.

IN ED 820: Recent Process Developments, 3 cr. (3 and 0)
Recent technological innovations, inventions, processes and products, and their impact on our industrial, labor, educational, and social institutions.

IN ED 847 (H R D 847): Instructional Systems Design, 3 cr. (3 and 0)
Theory and practice of instructional systems development in human resource development (HRD) programs: identification, selection, and organization of subject matter appropriate for competency-based training (CBT) programs; occupational analysis techniques; rationales, statements, goals, and objectives; related instructional materials; participant evaluation, and instructional scheduling. Prerequisites: H R D 830 and 845 or permission of instructor.

IN ED 860* (H R D 860): Instructional Materials Development, 3 cr. (3 and 0)
Development and application of instructional materials and laboratory activities for training programs in education and industry; reinforcement of instructional training concepts and materials development procedures that are applied across human resource development (HRD) programs. Prerequisites: H R D 830 and 845.

VT ED 833*: Curriculum Construction in Vocational and Technical Education, 3 cr. (3 and 0)
Students develop a specific course in a selected vocational and technical education area by specifying performance goals and building around these objectives. Prerequisite: AG ED 640 or THRD 670 or equivalent.

III. Research
EX ST 801: Statistical Methods I, 4 cr.(3 and 3) F, S, SS
Role and application of statistics in research; estimation, test of significance, analysis of variance, multiple comparison techniques, basic designs, mean square expectations, variance components analysis, simple and multiple linear regression and correlation, and non-parametric procedures. Prerequisite: Permission of instructor.

IN ED 889* (ED 889) (AG ED 889): Research in Education, 3 cr. (3 and 0)
Problem selection; types of educational research and techniques employed; use of ERIC system and computer program packages; interpretation of research findings.

IN ED 894: Project Research, 1-6 cr. (1-6 and 0)
Research related to departmental projects. Open only to students planning to pursue advanced graduate study. Joint use with IN ED 895, 896 not permitted for degree.

IN ED 895 (G C 895): Special Problems I, 3 cr. (3 and 0)
Special problems in industrial education, varying with interests, experiences and needs of students. Prerequisites: Submission of a written proposal, prior approval of adviser and completion of nine hours in the major.

IN ED 896 (G C 896): Special Problems II, 3 cr. (3 and 0)
Continuation of IN ED 895. Prerequisites: Submission of a written proposal, prior approval of adviser and completion of IN ED 895.

IV. Technical Electives (see adviser)
Candidates preparing to teach technical subjects should select electives to enhance their individual competencies. In addition to regular classes, these strengths may be developed through enrollment in such experiences as THRD 692, which may be taken for one to six credits. The particular technical electives should be carefully planned by the student and adviser.
ED L 720: School Personnel Administration, 3 cr. (3 and 0)
School personnel selection, practices and problems. Prerequisites: ED L 700 and 705.

ED L 725: Legal Phases of School Administration, 3 cr. (3 and 0)
Legal principles involved in school administration and in court actions. Prerequisites: ED L 700 and 710.

ED L 730: Techniques of Supervision—the Public Schools, 3 cr. (3 and 0)
Improving, coordinating and evaluating instruction; modern trends of supervisory practices. Prerequisites: ED L 700 and 710.

ED L 735: Educational Evaluation, 3 cr. (3 and 0)
Evaluation theory and design applied to classroom instruction and to evaluation procedures applicable to school center and district programs and projects. Prerequisites: ED L 700 and 710.

ED L 745: School Finance, 3 cr. (3 and 0)
School finance relative to programs, revenues and expenses. Prerequisites: ED L 700 and 735.

ED L 805: Advanced Educational Leadership: Theory and Practice, 3 cr. (3 and 0)
Principles and theories of leadership as practiced in the institutional setting. Prerequisites: ED L 700, 715 and 730.

ED L 810: Introduction to School Building Planning, 3 cr. (2 and 2)
Planning of educational facilities from conception of need through utilization of facility. Prerequisite: ED L 700.

ED L 830: Business Management in Education, 3 cr. (2 and 3)
Fiscal management of individual schools and districts, including budgeting, purchasing and accounting for funds. Prerequisites: ED L 700, 725 and 745.

ED L 955 (VT ED 955): The Two-Year College, 3 cr. (3 and 0)
Historical developments, functions, organization and administration of the two-year college. Prerequisite: Admission to doctoral studies or permission of instructor.

IN ED 845 (H R D 845): Needs Assessment for Education and Industry, 3 cr. (3 and 0)
Theory and practice of needs assessment activities in human resource development (HRD) programs; importance of the process to the identification of content/curricula topics and the overall training environment; specific methodologies used in the needs assessment process; supportive components of various program planning systems. Prerequisite: H R D 830 or permission of instructor.

THRD 668: Public Relations, 3 cr. (3 and 0)
Techniques and methods of effective public and industrial relations that contribute to understanding and cooperation of labor, business, professional, educational and industrial groups.

VT ED 810: Vocational and Technical Program Finance, 3 cr. (3 and 0)
National, state and local legislation governing financial support of vocational/technical programs; development of budget, audit, and financial administrative plans and systems. Prerequisites: VT ED 810 and ED L 745 or equivalent.

VT ED 861: Administration and Supervision in Vocational and Technical Education, 3 cr. (3 and 0)
Principles and practices for administering and supervising vocational and technical schools and classes under federal vocational acts, state regulations and local policies. Prerequisite: VT ED 810 or permission of instructor.

II. Curriculum and Instruction

IN ED 815: Seminar in Industrial Education, 1 cr. (0)
Students and faculty discuss and study new technological and professional advances. May be taken up to three times. Graded on a pass/fail basis.

IN ED 860 (H R D 860): Instructional Materials Development, 3 cr. (3 and 0)
Development and application of instructional materials and laboratory activities for training programs in education and industry; reinforcement of instructional training concepts and materials development procedures that are applied across human resource development (HRD) programs. Prerequisites: H R D 830 and 845.

IN ED 865: American Industries, 3 cr. (3 and 0)
Concepts and principles of American industry and technology. Industrial plant visits supplement study of industrial organization, economics, management, production and products.

THRD 680 (ED F 680) (AG ED 680): Educational Applications of Microcomputers, 3 cr. (2 and 2)
Fundamentals of computer applications for teachers; competencies in general computer applications such as word processing and database management; educational uses of the Internet and computer-assisted instruction; emphasis on legal and ethical issues and the impact of computer technology upon society. Prerequisites: Admission to a teacher education program; graduate standing.

THRD 682 (ED F 682) (AG ED 682): Advanced Educational Applications of Microcomputers, 3 cr. (2 and 2)
Knowledge and skills needed to apply microcomputer technology to the utilization and generation of educational software in accordance with sound educational principles.

VT ED 833: Curriculum Construction in Vocational and Technical Education, 3 cr. (3 and 0)
Students develop a specific course in a selected vocational and technical education area by specifying performance goals and building around these objectives. Prerequisite: AG ED 640 or THRD 670 or equivalent.

VT ED 876: College Teaching, 3 cr. (3 and 0)
Instructional practices; curriculum; techniques of organizing and planning learning experiences; analysis of teaching strategies and systems.

III. Research (six credits required)

ED L 840: Field Problems in School Administration and Supervision of Instruction, 3 cr. (2 and 3)
Application of research techniques and practices in solution of field problems in school administration and supervision. Prerequisites: ED L 700 and ED F 778.

EX ST 801: Statistical Methods I, 4 cr. (3 and 3) F, S, SS
Role and application of statistics in research; estimation, test of significance, analysis of variance, multiple comparison techniques, basic designs, mean square expectations, variance components analysis, simple and multiple linear regression and correlation, and non-parametric procedures. Prerequisite: Permission of instructor.

EX ST 805: Design and Analysis of Experiments, 3 cr. (3 and 0) F, S
Basic designs and analysis; data transformations; single degree of freedom, orthogonality and responses in ANOVA; covariance; response surfaces; incomplete blocks; introduction to least squares analysis of experiments; uses of standard computer programs for selected analyses. Prerequisite: EX ST 801.
Vocational/Technical Education

Gerald G. Lovedahl, Area Coordinator

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
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<tbody>
<tr>
<td>Vocational/Technical Education</td>
<td>Ed.D.</td>
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</table>

**Doctor of Education degree in Vocational and Technical Education (VTED)**

The Doctor of Education degree in vocational and technical education (VTED) is designed to prepare graduates for leadership positions in the profession. Curricula are designed for vocational and technically-oriented personnel in colleges and universities, public schools, industry and vocationally-oriented agencies.

The program for the Doctor of Education (Ed.D.) degree in VTED may involve all of the colleges of the University. Existing programs in other colleges will provide an opportunity for the acquisition of technical knowledge and skills from the broad spectrum represented in vocational and technical education and human resource development. Students will have considerable latitude in following their areas of interest because of the broad program offerings.

A minimum of 12 hours of course work is required outside the education area. It is anticipated that a number of students will desire additional courses to enhance their vocational and/or technical competencies in their professional fields of endeavor.

Arrangements for such a program are encouraged by the VTED departments/areas and have been agreed to by the various colleges of the University. Provision has been made for faculty members from other colleges to be named to the candidates’ advisory committees. These advisory committee members will help to formulate the candidates’ programs by furnishing expertise in selecting meaningful courses and sequences in their respective schools and colleges.

Areas of specialization include: administration, guidance, curriculum and instruction, human resource development and teaching. These areas give a general structure to course work selections and research emphasis but are not prescriptive in nature.

**Admission Requirements:** Complete application package to the Graduate School should include: a letter of application and a resume sent to G-01 Tillman Hall, Clemson University; a master’s degree; a GPA of 3.5 on a 4.0 scale; a GRE composite score of 1450 (minimum of 450 on the verbal section) or a Miller’s Analogy Test (MAT) score of 50 or higher. Scores must be no older than five years, and from a single administration of the exam; completion of three years of successful experience in proposed field of professional study (may be waived for admission but must be met before applicant can become a candidate for the degree); students whose native language is not English must take the Test of English as a Foreign Language (TOEFL), preference being given to those applicants who score a minimum of 575; and an interview.

The application process is self-managed. The appropriate forms for requesting transcripts, recommendations, etc., are included in the application packet. These items are returned to the student in sealed envelopes, and then forwarded by the student to the Graduate School once all items have been received. Do not open the transcripts or recommendations when they arrive. Send them to the graduate school, with the other items, unopened. Send the narrative letter and resume directly to Dr. G.C. Lovedahl. G-01 Tillman Hall, Clemson University, Clemson, SC 29634. Do not send them to the Graduate School. Once all of the items have been submitted and forwarded by the Graduate School to the department, the student’s file will be complete and ready for review by the VTED admissions committee. This committee meets twice each year, in November and April, and only completed files are considered.

**Degree Requirements:** The following minimum academic requirements must be completed by each student: a minimum of 80 semester hours of graduate credit beyond the Bachelor’s degree plus a dissertation (98 total hours); a maximum of 48 semester hours of transfer credit is allowed; a minimum of 14 semester hours of graduate credit in statistics and research; an interdisciplinary advisory committee for six semester hours of credit; a minimum of 18 semester hours of graduate credit in candidate’s area of specialization or professional interest; no course work from the master’s degree may be used to satisfy this requirement, and must be approved by graduate committee; a minimum of 12 semester hours of graduate course work required from departments/areas other than Agricultural Education, Technology & Human Resource Development, Graphic Communications or any area in education; and a minimum of 18 semester hours of dissertation research.

**Core Requirements Goals:** The core of the program required of all students includes 12 semester hours of vocational/technical foundations and 14 to 15 hours of research and statistics. The following courses (or equivalents) are required of all students in meeting the degree requirements.

<table>
<thead>
<tr>
<th>I. Vocational/Technical Foundation</th>
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<tbody>
<tr>
<td>VT ED 810: Foundations of Vocational and Technical Education, 3 cr.</td>
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<tr>
<td>(3 and 0)</td>
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</table>

Evolution of vocational and technical education during the twentieth century and current trends; sociological, psychological and philosophical theories underlying current objectives; definition of broad parameters of the field.

<table>
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<tr>
<th>II. Employment Experience</th>
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<tbody>
<tr>
<td>VT ED 882: Seminar, 1 cr.</td>
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<tr>
<td>(1 and 0)</td>
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</table>

Current issues and problems and proposed research projects.

<table>
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<tr>
<th>III. Electives in Vocational/Technical Education (see adviser)</th>
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<tr>
<th>IV. Core Courses</th>
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<tbody>
<tr>
<td>VT ED 810: Foundations of Vocational and Technical Education, 3 cr.</td>
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<tr>
<td>(3 and 0)</td>
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</table>

Evolution of vocational and technical education during the twentieth century and current trends; sociological, psychological and philosophical theories underlying current objectives; definition of broad parameters of the field.

| VT ED 882: Seminar, 1 cr. |
| (1 and 0) |

Current issues and problems and proposed research projects.

<table>
<thead>
<tr>
<th>VT ED 885* (G C 895): Special Problems I, 3 cr.</th>
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<tr>
<td>(3 and 0)</td>
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</table>

Special problems in industrial education, varying with interests, experiences and needs of students. **Prerequisites:** Submission of a written proposal, prior approval of adviser and completion of nine hours in the major.

<table>
<thead>
<tr>
<th>VT ED 896 (G C 896): Special Problems II, 3 cr.</th>
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<td>(3 and 0)</td>
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Continuation of IN ED 895. **Prerequisites:** Submission of a written proposal, prior approval of adviser and completion of IN ED 895.

<table>
<thead>
<tr>
<th>VT ED 883: Curriculum Construction in Vocational/Technical Education, 3 cr.</th>
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<tr>
<td>(3 and 0)</td>
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Evolution of vocational and technical education during the twentieth century and current trends; sociological, psychological and philosophical theories underlying current objectives; definition of broad parameters of the field.

<table>
<thead>
<tr>
<th>VT ED 825: Internship in Vocational/Technical Education, 1-6 cr.</th>
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<tbody>
<tr>
<td>(0 and 3-18)</td>
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</table>

Internship in which the student gains experience working in a chosen area of specialization in vocational/technical education; field experience activities must be planned to build competence in the student’s field of specialization. Graded on a pass/fail basis. **Prerequisite:** Permission of the student’s major adviser.

<table>
<thead>
<tr>
<th>VT ED 889* (AG ED 889): Special Problems in Industrial Education, 1 cr. (1 and 0)</th>
</tr>
</thead>
</table>

Research related to departmental projects. Open only to students planning to pursue advanced graduate study. Joint use with IN ED 895, 896 not permitted for degree. **Prerequisites:** Submission of a written proposal, prior approval of adviser and completion of nine hours in the major.

<table>
<thead>
<tr>
<th>IN ED 894: Project Research, 1-6 cr.</th>
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<td>(1-6 and 0)</td>
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Evolution of vocational and technical education during the twentieth century and current trends; sociological, psychological and philosophical theories underlying current objectives; definition of broad parameters of the field.

<table>
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<tr>
<th>IN ED 895: Project Research, 1 cr.</th>
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<tr>
<td>(1 and 0)</td>
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Research related to departmental projects. Open only to students planning to pursue advanced graduate study. Joint use with IN ED 895, 896 not permitted for degree. **Prerequisites:** Submission of a written proposal, prior approval of adviser and completion of nine hours in the major.

<table>
<thead>
<tr>
<th>VT ED 833: Curriculum Construction in Vocational/Technical Education, 3 cr.</th>
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<tr>
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Evolution of vocational and technical education during the twentieth century and current trends; sociological, psychological and philosophical theories underlying current objectives; definition of broad parameters of the field.

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<thead>
<tr>
<th>VT ED 812: Vocational and Technical Program Finance, 3 cr. (3 and 0)</th>
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National, state and local legislation governing financial support of vocational/technical programs; development of budget, audit, and financial administrative plans and systems. **Prerequisites:** VT ED 810 and ED L 745 or equivalent.

<table>
<thead>
<tr>
<th>VT ED 833: Curriculum Construction in Vocational/Technical Education, 3 cr.</th>
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<tbody>
<tr>
<td>(3 and 0)</td>
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</table>

Students develop a specific course in a selected vocational and technical education area by specifying performance parameters. **Prerequisites:** Completion of VT ED 810 and VT ED 812. **Core Courses:** VT ED 810, VT ED 812, and VT ED 833.

* Denotes required courses.
goals and building around these objectives. Prerequisite: AG ED 640 or THRD 670 or equivalent.

VT ED 850: Programs, Concepts and Issues in Vocational and Technical Education, 3 cr. (3 and 0)
Current activities and debates in vocational and technical education; traditional and innovative programs, career education, school finance, disadvantaged students, handicapped youth, sex equality and other specialized programs.

II. Research and Statistics

IN ED 889 (ED 889) (AG ED 889): Research in Education, 3 cr. (3 and 0)
Problem selection; types of educational research and techniques employed; use of ERIC system and computer program packages; interpretation of research findings.

EX ST 801: Statistical Methods I, 4 cr. (3 and 3) F, S, SS
Role and application of statistics in research; estimation, test of significance, analysis of variance, multiple comparison techniques, basic designs, mean square expectations, variance components analysis, simple and multiple linear regression and correlation, and nonparametric procedures. Prerequisite: Permission of instructor.

EX ST 803: Regression and Least Squares Analysis, 3 cr. (3 and 0) S
Regression analysis: simple and multiple linear, curvilinear and multiple curvilinear; curve fitting; least squares and computer techniques for fitting of constants and analysis of planned experiments. Prerequisite: EX ST 801 or PSYCH 810 (Research) or

PSYCH 810: Research Design and Quantitative Methods I, 3 cr. (3 and 0)
Bivariate and multivariate data analysis applied to industrial and other work-related settings; the major data analytic tools needed for research in applied psychology. Prerequisite: Six credits of statistics, research methods or equivalent.

VT ED 882: Seminar, 1 cr. (1 and 0)
Current issues and problems and proposed research projects. May be taken twice for credit.

VT ED 893: Advanced Research Design and Analysis, 3 cr. (3 and 0)
Emphasis on the dissertation from the proposal to the fully developed outline of all chapters. Required of all doctoral candidates in the vocational/technical education program. Prerequisite: AG ED 889 or equivalent.

Also required of all students, and designed to complement each student's professional goals, are the following:

VT ED 890: Internship in Vocational/Technical Education, 1-6 cr. (0 and 3-18)
Internship in which the student gains experience working in a chosen area of specialization in vocational/technical education; field experience activities must be planned to build competence in the student's field of specialization. Graded on a pass/fail basis. Prerequisite: Permission of the student's major adviser.

VT ED 991: Doctoral Dissertation Research, credit to be arranged

SCHOOL OF NURSING

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<tr>
<th>Major</th>
<th>Degree</th>
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<tr>
<td>Nursing</td>
<td>M.S.</td>
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The Master of Science degree program with a major in nursing is designed to build upon the first professional degree. The student acquires knowledge and skills in advanced nursing practice: clinical nurse specialist (CNS), nurse practitioner (NP) or nurse administration. The student may select one of the five study options: child/adolescent nursing (CNS), adult/gerontological nursing (CNS), family nurse practitioner (NP), gerontological nurse practitioner (GNP) or nurse administration. The nurse practitioner and clinical nurse specialist options articulate with the baccalaureate program in the continued acquisition of advanced nursing knowledge and skills of the specialist. This specialization builds toward advanced nursing practice in selected clinical practice and role areas. Theory, research and role development are emphasized to enable the graduate to participate in the development of nursing knowledge and contribute to the advancement of the nursing profession.

The objectives of the Master of Science degree program with a major in nursing are to provide graduates with the ability to:

1. integrate advanced knowledge from nursing and related disciplines into a specialized area of nursing practice;
2. demonstrate competence in a selected functional role (clinical specialist or nurse practitioner);
3. evaluate and apply research findings from nursing and related disciplines to advanced nursing practice;
4. participate in the development of nursing knowledge by identifying researchable nursing problems, conducting research and selectively integrating research findings in advanced nursing practice;
5. utilize leadership, management, teaching knowledge and competency to influence nursing practice;
6. participate as a leader to influence health policy and improve the health care delivery system; and
7. contribute to the advancement of the nursing profession.

Selected program offerings are available to off-campus students at the University Center in Greenville, SC via the Internet.

Admission Requirements

In addition to meeting University admission requirements, applicants should be graduates of baccalaureate nursing programs accredited by the National League for Nursing Accrediting Commission (NLNAC), must have had an undergraduate statistics course and demonstrate evidence of current basic client assessment skills. In addition, students must document recent significant clinical practice which is defined as 600 hours during the 12 months prior to acceptance into the program of hands-on, direct nursing care.

NURS 801: Advanced Family Nursing, 3 cr. (3 and 0)
Developmental, psychodynamic, social-political, and cultural theories and concepts synthesized and applied to the analysis of health and illness in families across the life cycle; roles and functions of advanced practice nurses in promoting family health.

NURS 804: Knowledge Development in Advanced Nursing, 2 cr. (2 and 0)
Nursing theories and theories relevant to nursing practice; processes of theoretical thinking and critical thinking applied to health problems and needs of individuals and their families in the community; theoretical and conceptual models of contemporary practice and research.

NURS 805: Pharmacotherapeutics for Advanced Nursing, 3 cr. (3 and 0)
Prescription administration and patient/family education in use of pharmacological agents emphasizing the drugs prescribed for common or chronic illnesses; drug selection; adverse drug reactions; age-related differences in utilization; regulations affecting nurse's prescriptive authority. Prerequisite or Corequisite: NURS 809.

NURS 806: Advanced Assessment for Nursing, 2 cr. (1 and 3)
Comprehensive assessment and diagnosis of health problems and status for individuals of all ages including assessment of families; physical and laboratory/radiologic diagnostic assessments; directed laboratory experiences in advanced assessment of clients of several ages. Prerequisites or Corequisites: NURS 801 and 809.

NURS 807: Clinical Nursing Research, 2 cr. (2 and 0)
Quantitative and qualitative research methodologies useful and appropriate to clinical nursing practice and for the development of nursing knowledge; ethics with human subjects; does not include thesis advisement.

NURS 808: Nursing Research Analysis, 2 cr. (2 and 0)
Quantitative research methods in nursing science including basic elements of statistical design with a focus on the use of nursing informatics and computer applications. Prerequisite: Undergraduate statistics course.
NURS 809: Pathophysiology for Advanced Nursing, 2 cr. (2 and 0)
Human response to health alterations as they impact nursing knowledge and practice. Focus is on recognizing the manifestations of health alterations and developing nursing interventions accordingly.

NURS 811: Advanced Nursing and Health Policy, 2 cr. (1 and 3)
Reciprocal influence of nursing, client health and policy making on the delivery of health care; laboratory experience incorporates a variety of directed activities related to the policy process. Prerequisites: NURS 801, 805 and 809.

NURS 819: Family Nursing I: Developing Families, 4 cr. (2 and 6)
Theories and concepts related to nursing management in the care of developing families; critical thinking applied to health problems and needs of developing families before, during and immediately following pregnancy; application of related nursing issues and current research. Practicum in nursing administration at the middle or executive level permits specific use and evaluation of a conceptual model of nursing administration. Prerequisite: NURS 825. Corequisite: NURS 826.

NURS 820: Family Nursing II: Child and Adolescent, 4 cr. (2 and 6)
Advanced nursing roles and functions applied to health promotion, health maintenance, health restoration, habilitation and rehabilitation of infants, children and adolescents with existing or potential health problems; critical thinking used to assess, diagnose, intervene and promote continuity of care with clients of these ages irrespective of setting. Prerequisites: NURS 801, 805, 806 and 809.

NURS 821: Family Nursing III: Adult, 4 cr. (2 and 6)
Roles and functions embodied in advanced practice applied to the health promotion and clinical management of common or chronic health problems of adults within the context of family; clinical practice with adult clients in a variety of settings. Prerequisites: NURS 801, 805, 806 and 809.

NURS 822: Family Nursing IV: Gerontology, 4 cr. (2 and 6)
Roles and functions of advanced practice applied to the preventive, restorative and rehabilitative care of the older adult with existing or potential health problems; clinical practice in a variety of settings. Prerequisites: NURS 801, 805, 806 and 809.

NURS 823: Nurse Practitioner Clinical Practicum, 6 cr. (0 and 18)
Guided practice applying advanced nursing knowledge in family nursing and advanced practice roles (clinical nurse specialist, case manager and/or practitioner); joint preceptor and faculty guidance and supervision in the care of selected populations in a variety of health care settings. Prerequisites: NURS 819, 820, 821 and 822.

NURS 825: Theories and Models of Nursing Administration, 3 cr. (3 and 0)
Identification, analysis and synthesis of theories, models and issues related to nursing management and leadership; organization, attitudes and practices applicable to the middle and executive levels of nursing administration. Prerequisite: NURS 835, 837, 840 or 861.

NURS 826: Administration of Nursing Services, 3 cr. (2 and 3)
Application of theories and models to specific nursing administration issues and problems. Practicum in nursing administration at the middle or executive level allows specific use and evaluation of a conceptual model of nursing administration. Prerequisite: NURS 835, 837, 840 or 861.

NURS 827: Foundations of Nursing Education, 3 cr. (3 and 0)
Exploration of the foundations of nursing education with emphasis on curriculum development in nursing; current issues and research that influence nursing education. Prerequisite: NURS 835, 837, 840 or 861.

NURS 828: The Nurse Educator, 3 cr. (2 and 3)
Continuation of NURS 827; major focus on teaching in nursing education programs; course development and selection of learning experiences; current issues and research in classroom and clinical teaching. A teaching practicum is required. Prerequisite: NURS 827. Corequisite: NURS 836, 838, 841 or 862.

NURS 829: Theories and Models of Clinical Specialization, 3 cr. (3 and 0)
The caregiver, researcher, manager, teacher and consultant roles of the clinical nurse specialist in a variety of settings; theories, models and health care issues underlying the role of clinical nurse specialist. Prerequisite: NURS 835, 837, 840 or 861.

NURS 830: Clinical Specialty Practicum in Nursing, 3 cr. (1 and 6)
Advanced practice in a selected clinical specialty area in nursing that emphasizes application of the clinical specialist role. Prerequisite: NURS 829.

NURS 831: Clinical Problems in Advanced Nursing, 1-3 cr. (1-3 and 0)
Critical thinking and methodologies of scientific inquiry applied to clinical issues/problems encountered in advanced nursing practice. May be repeated for a maximum of three credits. Graded on a pass/fail basis. Prerequisites: NURS 804, 807 and 808. Corequisites: NURS 819, 820 or 821, and 822.

NURS 879: Special Topics in Nursing, 1-3 cr. (1-3 and 0-9)
In-depth seminar on selected topics such as therapeutic communication, legal and ethical issues in nursing, and health care and political process in health. Prerequisite: Permission of instructor.

NURS 882: Health Promotion in Primary Care of Older Adults, 4 cr. (2 and 6)
Application of the roles and functions of advanced practice in the management of common health syndromes of older adults; overview of comprehensive assessment; focus on prevention, maintenance of function, independence and self care; cultural, social, legal and ethical issues. Prerequisites: NURS 801, 805, 806, 807 and 809.

NURS 883: Health Maintenance in Primary Care of Older Adults, 4 cr. (2 and 6)
Application of roles and functions of advanced practice gerontological nursing in the management of common medical problems in older populations. Emphasis is on health promotion, maintaining functional independence, and restoration and rehabilitative care of the older adult with existing or potential health problems. Prerequisites: NURS 801, 805, 806, 807 and 809.

NURS 884: Mental Health and Illness in the Primary Care of Older Adults, 4 cr. (2 and 6)
Psychosocial, developmental, spiritual and cultural theories and concepts synthesized and applied to the analysis of mental health/illness in older adulthood; roles and functions of advanced practice nurses in promoting the mental health of individuals and their families. Clinical practice is in the community. Prerequisites: NURS 801, 804, 805, 806, 807 and 809.

NURS 885: Informatics in Aging, 2 cr. (2 and 0)
Computer-based systems of information management of nursing geriatric environments; data needed for cost management of nursing resources and effective systems as tools useful to the management of geriatric assessment, health record systems and patient care.

NURS 889: Special Problems in Nursing, 1-6 cr. (1-6 and 0)
Problems selected to meet special and individualized interests of students. Up to six hours of NURS 889 may be taken as elective credit. Prerequisites: NURS 801, 804, 807 and permission of instructor.

NURS 891: Master’s Thesis Research, credit to be arranged
Research activities related to thesis; minimum of six hours required. Prerequisites: NURS 802, 804 and 807.
The department offers a professional master's degree in Therapeutic Recreation and a Doctor of Philosophy degree. Flexibility permits individual development in professional interest areas within the discipline.

**Major Degrees**

**PARKS, RECREATION AND TOURISM MANAGEMENT**

Robert McLellan, Chair, Department of Parks, Recreation and Tourism Management

<table>
<thead>
<tr>
<th>Major</th>
<th>Degrees</th>
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<tbody>
<tr>
<td>Parks, Recreation and Tourism Management</td>
<td>M.P.R.T.M., M.S., Ph.D.</td>
</tr>
</tbody>
</table>

The department offers a professional master's degree (M.P.R.T.M.) and a Doctor of Philosophy degree (Ph.D.). Flexibility permits individual development in professional interest areas such as therapeutic recreation, travel and tourism management, recreation resource management and interpretation, and administration of recreation, park or tourism systems.

Each student's program is tailored to suit their personal and professional goals. Applicants from nonrecreation disciplines are required to develop background knowledge of recreation through undergraduate course work. All applicants must submit GRE scores.

The Master of Parks, Recreation and Tourism Management should be selected by individuals who intend to enter or reenter the workplace upon the completion of degree requirements. Applicants for the M.P.R.T.M. degree must complete at least three years of relevant professional experience beyond a bachelor's degree in recreation and a 3.0 undergraduate GPR are not required to submit GRE scores for admission. Each candidate completes an independent project to meet degree requirements. A minimum of 36 hours of course work is required.

The Master of Science is a research degree requiring a research thesis. This degree is designed for individuals planning to undertake doctoral study or seek employment in a research-related position. Candidates must complete a minimum of 30 hours of course work and six hours of research culminating in a thesis.

The Doctor of Philosophy is an advanced research degree requiring performance of original research leading to a dissertation. Comprehensive and final examinations and 18 hours of dissertation research are required. Course work is determined by each student's doctoral committee.

**PRTM 600: Supervision of Recreation Personnel Patterns and Processes, 3 cr. (3 and 0)**

Supervisory process in relation to individuals, programs and groups in recreation agencies.

**PRTM 611: Therapeutic Recreation for Selected Populations, 3 cr. (2 and 3)**

Therapeutic recreation services for the developmentally disabled person and for youth and adult corrections populations. Emphasis is on planning and implementation of therapeutic recreation services to the needs of clients and the goals of agencies and institutions.

**PRTM 612: Therapeutic Recreation and Mental Health, 3 cr. (3 and 0)**

Therapeutic recreation services in mental health clinics, institutions and outdoor settings: disorders and current modes of treatment as they relate to therapeutic recreation. Prerequisite: PRTM 311 or permission of instructor.

**PRTM 613: Recreation Therapy in Physical Rehabilitation, 3 cr. (3 and 0)**

Examination of the characteristics of chronic disabilities and their implications to the individual and to the planning and directing of Recreation Therapy Services. Prerequisite: PRTM 311 and three credit hours of human anatomy and physiology or permission of instructor.

**PRTM 614 (ED SP 614): Recreation and Leisure for Special Populations, 3 cr. (3 and 0)**

Practical experience in designing recreation and leisure activities for special populations (e.g., handicapped, elderly).

**PRTM 615 (ED F 615): Methods in Reducing Risks for Middle School, 3 cr. (2 and 3)**

Development of knowledge base for professionals who work with at-risk children. Students will work in a field setting to apply knowledge, develop practice skills, and cooperate with professionals from various disciplines.

**PRTM 621: Recreation Financial Resource Management, 3 cr. (3 and 0)**

Recreation financial resources management; revenue sources and their allocation. Prerequisites: PRTM 321 and senior standing in parks, recreation and tourism management.

**PRTM 630 (GEG 630): World Geography of Recreation and Parks, 3 cr. (3 and 0)**

Major international patterns in the provision and use of urban and rural parks and recreation.

**PRTM 631: Methods of Environmental Interpretation, 3 cr. (2 and 3)**

Practice and instruction in the use of equipment and methods available to the interpreter in public contact work; coaching in presentation and evaluation of live programs and in design, execution and evaluation of mediated programs. Programs will be delivered to public audiences in the Clemson area. Prerequisite: PRTM 330; senior standing in parks, recreation and tourism management; or permission of instructor.

**PRTM 641: Commercial Recreation, 3 cr. (3 and 0)**

Components of offering leisure services and products to the public by individuals, partnerships and corporations for the purpose of making a profit.

**PRTM 643: Resorts in National and International Tourism, 3 cr. (3 and 0)**

Case study of a variety of resort types with respect to their development, organization, visitor characteristics and environmental consequences.

**PRTM 644: Tour Planning and Operations, 3 cr. (3 and 0)**

The psychology of touring with emphasis on packaged and group tours; how tours of different types and scales are planned, organized, marketed and operated. Prerequisite: PRTM 342 or permission of instructor.

**PRTM 645: Conference/Convention Planning and Management, 3 cr. (3 and 0)**

Problems of and solutions to conference and convention planning and management from both the sponsoring organization and facility manager's perspectives.

**PRTM 646: Community Tourism Development, 3 cr. (3 and 0)**

Community-based perspective of the organizational, planning, development and operational needs for a successful tourism economy at the local level. Prerequisite: PRTM 342 or permission of instructor.

**PRTM 647: Perspectives on International Travel, 3 cr. (3 and 0)**

Using the United States as a destination, international travel patterns and major attractions are presented. Factors that restrain foreign travel to the United States are analyzed.

**PRTM 652: Campus Recreation, 3 cr. (3 and 0)**

Basic components required for administration of successful college union and intramural-recreation sport programs.

**PRTM 672: Historic Site Interpretation, 3 cr. (3 and 0)**

Development and implementation of the specialized interpretive programs required at historic sites; overview of the historic movement in the United States and its presentation to the American people. Prerequisite: PRTM 330.

**PRTM 701: Foundations of Parks, Recreation and Tourism Management, 2 cr. (2 and 0)**

Basic concepts and principles in the parks, recreation and tourism management field. Does not count toward degree requirements for PRTM students. Prerequisite: Graduate standing.

**PRTM 705: Internship, 1-3 cr. (0 and 9+)**

Field placement in an approved agency under qualified supervision. Graded on a pass/fail basis. Prerequisite: PRTM student or permission of instructor.

**PRTM 708: Independent Study, 1-3 cr. (1-3 and 0)**

Topics in recreation, leisure and tourism; students study an area not covered in other courses; a written report of findings is required. May be repeated for a maximum of three credits. Prerequisite: Permission of the supervising faculty before registration.
PRTM 709: Special Problems, 1-3 cr. (1-3 and 0)
Directed, individual comprehensive investigation of a special problem to use knowledge gained in formal courses, provide experience and training in research, and prepare for professional goals; report of findings required. May be repeated with a maximum of three credit hours applied toward graduation requirements. Graded on a pass/fail basis.

PRTM 710: Current Issues in Recreation, 1 cr. (1 and 0)
Seminar in current topics emphasizing student preparation, organization and communication of material and ideas not covered in formal courses. May be repeated for a maximum of three semester hours of credit.

PRTM 801: Philosophical Foundations of Recreation and Park Administration, 3 cr. (3 and 0)
Current theories and philosophies in recreation as they are influenced by and have influence on leisure and the changing environment in America. Student develops his or her own professional philosophy of recreation and leisure.

PRTM 802: Group Processes in Leisure Services, 3 cr. (3 and 0)
Improvement in human relations skills; knowledge of interpersonal needs and problems of individuals and groups. Students gain understanding of how others affect them and how they affect others and become more effective professional recreators, park administrators, supervisors, interpreters and educators.

PRTM 803: Seminar in Recreation and Park Administration, 3 cr. (3 and 0)
Case problems relating to administration of a park, recreation or tourism agency.

PRTM 804: Comprehensive Recreation Planning, 3 cr. (3 and 0)
Comprehensive recreation planning theories and practices at federal, state and local levels. Selected case study projects are undertaken in cooperation with other university departments and government agencies.

PRTM 807: Recreation Behavior in Natural Environments, 3 cr. (3 and 0)
The social, psychological and environmental influences on human behavior; identification of theoretical perspectives to explain behavior and to resolve problems in recreation resource management. Prerequisite: Graduate standing.

PRTM 808: Behavioral Aspects of Parks, Recreation and Tourism Management, 3 cr. (3 and 0)
Behavioral aspects of recreation, focusing on the social and psychological dimensions of the recreation experience in a variety of environments and activities. Prerequisite: Graduate standing.

PRTM 812: Leisure Services for the Elderly, 3 cr. (3 and 0)
The elderly and the role of leisure services in later life; needs of community-based and institutionalized elderly; service delivery systems to meet these needs.

PRTM 815: Therapeutic Recreation and Activity Therapy Administration, 3 cr. (3 and 0)
Service delivery structures; interdisciplinary relationships; consultation methods; in-service training; funding sources; service evaluation in therapeutic recreation and activity therapy programs.

PRTM 816 (FOR 816): Remote Sensing and GIS in Natural Resources, 3 cr. (2 and 3) S (odd numbered years)
Practical application of computer mapping, spatial analysis and natural resource inventory using remote sensing and geographical information systems. Prerequisite: Permission of instructor.

PRTM 820: Recreation Resource Policy Issues and Processes, 3 cr. (3 and 0)
Outdoor recreation policy-formation structures and processes are surveyed through case studies involving past and current public policy issues.

PRTM 840: Tourism Planning, 3 cr. (3 and 0)
Tourism planning procedures and techniques; planning process and associated concerns such as market, facility, infrastructure, environment, culture and economics. Prerequisite: Graduate standing.

PRTM 843: Tourism Analysis, 3 cr. (3 and 0)
Selected theories, methods, techniques, practices and principles that govern tourism behavior. Prerequisite: Graduate standing or one graduate level statistics course or permission of instructor.

PRTM 844 (C R P 844): Outdoor Recreation Resource Management and Planning, 3 cr. (3 and 0)
Issues related to the planning and development of natural areas for recreational purposes; policy-making process at the federal, state, regional and local levels. Prerequisite: Permission of instructor.

PRTM 891: Master’s Thesis Research, credit to be arranged

PRTM 900: Selected Topics, 1-3 cr. (1-3 and 0)
In-depth, timely study of trends or problems in parks, recreation and tourism not covered in other courses. May be repeated for a maximum of six credits.

PRTM 908: Advanced Topics, 1-3 cr. (1-3 and 0)
Topics not covered in other PRTM courses and not directly related to a thesis or dissertation topic; a formal paper is required. May be taken for a maximum of three credits per semester. May be repeated for a maximum of six credits. Prerequisite: Permission of instructor.

PRTM 910: Research Seminar, 1 cr. (1 and 0)
Current research developments in PRTM and presentation of research projects. May be taken for credit for two semesters. Graded on a pass/fail basis.

PRTM 991: Doctoral Dissertation Research, credit to be arranged

Public Health Sciences

Clemson University and the Medical University of South Carolina jointly offer the Master of Health Administration (MHA) degree. The program is designed for individuals who wish to prepare for administrative roles and responsibilities in a variety of health care settings. Graduates of the program will: (a) have a comprehensive understanding of the health care system including socio-behavioral components of health and their impact on health care delivery; (b) be able to apply managerial concepts and skills in areas of human resources, strategic planning, decision-making, finance and information systems; and (c) be able to implement an integrated approach to the management of health care facilities. The MHA program consists of 50 semester hours of course work. All classes are taught at the University Center of Greer by faculty from Clemson University or the Medical University of South Carolina. The program faculty are a major resource for the citizens of the state, region, national and international health care communities.

MHA 717: Health Care Management, 3 cr. (3 and 0)
Structure and function of the well-managed and appropriately led acute care hospital; other health service organizations and general management and operations theory.

MHA 721: Health Care Delivery Systems, 3 cr. (3 and 0)
Development of the health services delivery system in the United States.

MHA 722: Health Behavior and Epidemiology, 2 cr. (2 and 0)
Health behavior of a population and individuals; concept of the health status of a population, methods of measurement and sources of data.

MHA 729: Health Care Finance, 3 cr. (3 and 0)
Selected financial management topics including working capital management.
capital budgeting, debt and equity instruments, and financial statement analysis.

MHA 734: Health Care Economics and Policy, 3 cr. (3 and 0)
Economic and policy concepts and analyses as applied to health care.

MHA 735: Health Law and Risk Management, 2 cr. (2 and 0)
Legal concepts and issues related to health care management.

MHA 752: Health Administration Field Project, 3 cr. (3 and 0)
Application of principles, theories and concepts to a well-defined problem or issue currently confronting the health service administrator.

MHA 853: Seminar in Health Administration and Leadership, 2 cr. (2 and 0)
Integration of knowledge and skills acquired across all courses in the context of strategic management.

M BA 803: Statistical Analysis of Business Operations, 3 cr. (3 and 0)
The role of statistical inference in the decision making of business managers; techniques and proper applications of modern statistical methods in business; univariate and multivariate analysis including analysis of variance, regression and covariance; sample theory and design, basic experimental designs and time series analysis. Prerequisite: Basic statistics.

M BA 804: Managerial Accounting and Information Systems, 3 cr. (3 and 0)
Preparation, analysis, interpretation and use of accounting information in the guidance and control of a business enterprise. Case material and problems are used. Prerequisites: Principles of accounting and a demonstrated proficiency in basic finance.

M BA 806: Operations Management, 3 cr. (3 and 0)
Analytical methods as applied to business and industrial problems; basic mathematical and statistical models useful to management decision making in the functions of production, marketing, finance and general management. Emphasis is on the development and application of deterministic and probabilistic models to problems in forecasting, production scheduling, inventory, maintenance, queuing, plant location, product lines, line balancing, critical path methods and simulation. Prerequisites: M BA 803 and a demonstrated proficiency in basic management.

M BA 808: Managerial Problems in Marketing, 3 cr. (3 and 0)
Major decisions facing marketing executives and top management in their attempt to harmonize the objectives and resources of the organization with the opportunities found in the marketplace; recent theoretical developments in marketing and related disciplines and their application in management; readings, case analysis and discussions are used. Prerequisite: Principles of marketing.

M BA 809 (MG 809): Organization Theory and Behavior, 3 cr. (3 and 0)
Advanced consideration of theories and models as they apply to managing individuals and work-group behavior in organizations. Topics include leadership, decision making, motivation, power, conflict, communication, job design and group processes. Prerequisite: Graduate standing.

M BA 810: Managerial Policy, 3 cr. (3 and 0)
Decisions involved in the establishment of managerial policy. Problems, resources and alternative courses of action are analyzed and discussed relative to the selection of company objectives and the most feasible means for achieving company goals. Integrates material and treats the coordination of the affairs of the firm as a whole. Case studies are emphasized. This course should be completed as the final course in the program.

MGT 815: Personnel Management, 3 cr. (3 and 0)
Personnel management activities including recruitment, selection, training and development, performance appraisal, discipline, grievance handling, wage and salary administration, and employee benefit programs. Prerequisite: Graduate standing.

MHA 717: Selected Topics in Health Administration, 1-3 cr. (1-3 and 0)
Current issues and topics in health administration. May be repeated for a total of six credit hours if topics vary. Graded on a pass/fail basis.

MHA 724: Health Care Ethics, 3 cr. (3 and 0)
Examination and analysis of the professional standards, laws, political and economic forces that establish a context for health care ethics.

MHA 732: Outcomes Assessment and Evaluation in Health Services, 3 cr. (3 and 0)
General application of evaluative research in a variety of health care settings, administrative purposes of evaluation of organizational components and/or programs, and the design and implementation of evaluative efforts.

MHA 741: Seminar in Community and Rural Health, 3 cr. (3 and 0)
Community health planning concepts and methods and the unique aspects of rural health among the population residing there.

MHA 743: Managing with Health Professionals, 3 cr. (3 and 0)
Learning about clinical professionals and exploring ways to facilitate effective and efficient team relationships in the management and delivery of health services.

ACCT 830: Governmental and Not-for-Profit Accounting, 3 cr. (3 and 0)
Fund accounting and financial reporting for governments and other not-for-profit organizations; managerial control issues in the not-for-profit environments. Prerequisites: ACCT 202 or 203 and permission of instructor.

HLTH 620: Health Promotion and Wellness Internship, 1-6 cr. (0 and 3-18)
Under competent supervision in an approved agency, the student will have opportunity for on-the-job experiences. The student will select an agency and develop personal goals and objectives appropriate to the setting, population and health issues. May be repeated for a maximum of six credits. To be taken pass/fail only. Prerequisite: Minimum grade-point ratio of 2.5 and permission of instructor.

H R D 830: Concepts of Human Resource Development, 3 cr. (3 and 0)
Theory and practice of contemporary applications of human resource development (HRD) programs; training and development functions; strategies for designing and developing programs; and application of methods, techniques and resources in the context of changing needs, technologies, demographics and economic circumstances that create the need for different skills and knowledge in the work force. Prerequisite: Permission of instructor.

MGT 818: Management Support Systems, 3 cr. (3 and 0)
Computer-based management support systems.

M BA 802: Managerial Economics, 3 cr. (3 and 0)
Functioning of the market economy with emphasis on the role of prices in determining the allocation of resources, the functioning of the firm in the economy and forces governing the production of economic goods. Emphasis is on using economic analysis in managerial decision making. Prerequisites: Economic principles and basic statistics.

M BA 813: Industrial Relations, 3 cr. (3 and 0) N
Relationship between management and employees, as institutions and as individuals; the role of management and unions in society; issues in labor-management relations. Topics include the issues and processes of collective bargaining, contract negotiation and administration, and dispute resolution; government regulation of labor relations is also examined.
HLTH 600: Selected Topics in Health, 1-6 cr. (1-6 and 0)
Topics selected to meet special and individualized interests of students in health. May be repeated for a maximum of six credits, but only if different topics are covered. Prerequisites: Permission of instructor, junior standing.

HLTH 601: Health Care Consumerism, 3 cr. (3 and 0)
Exploration of consumer decisions regarding health products and services with emphasis on strategies for decision making. Health majors and minors will be given enrollment priority. Prerequisite: A two-semester sequence in science or permission of instructor.

HLTH 610: Concepts of Child Health, 3 cr. (3 and 0)
Analysis and evaluation of health problems commonly occurring in children; concepts of positive health behavior. Health majors and minors will be given enrollment priority. Prerequisite: Developmental psychology requirement.

HLTH 611: Health Needs of High Risk Children, 3 cr. (3 and 0)
Analysis and evaluation of the health needs of high-risk families and special needs children from the prenatal period to age six; health prevention and early intervention strategies. Enrollment priorities will be provided to students enrolled in the early intervention specialist minor. Prerequisite: HLTH 410.

HLTH 615: Public Health Issues in Obesity and Eating Disorders, 3 cr. (3 and 0)
Prevalences, risk factors, consequences and treatments of obesity and other eating disorders; public health importance of cultural norms, prevention and early intervention as it relates to obesity and eating disorders. Prerequisite: Junior standing in health science or permission of instructor.

HLTH 620: Health Science Internship, 1-6 cr. (0 and 3-18)
Under competent supervision in an approved agency, the student will have opportunity for on-the-job experiences. The student will select an agency and develop personal goals and objectives appropriate to the setting, population and health issues. May be repeated for a maximum of six credits. To be taken pass/fail only. Prerequisite: Minimum grade-point ratio of 2.5, permission of instructor and junior standing.

HLTH 630: Health Promotion of the Aged, 3 cr. (3 and 0)
Analysis and evaluation of health issues and health problems of the aged; concepts of positive health behaviors. Health majors and minors will be given enrollment priority. Prerequisites: Developmental psychology; a two-semester sequence in science; or permission of instructor.

HLTH 631: Public and Environmental Health, 3 cr. (3 and 0)
Principles of environmental health with an emphasis on understanding various health concerns created by the interactions of people with their environment; evaluation of the impact of environmental factors on public health policy decisions. Meets specific area of need in environmental health issues.

HLTH 650: Applied Health Strategies, 3 cr. (3 and 0)
Students plan, implement and evaluate strategies to promote health through individual behavior changes. Both healthful and unhealthful behaviors are included. Examples include smoking cessation, weight management and stress management. Restricted to Health Science majors. Prerequisites: HLTH 480.

HLTH 698: Improving Population Health, 3 cr. (3 and 0)
Current and emerging issues in improving public health practice and population health. Examples in empirical and applied research revealing future trends in population health. Health majors and minors will be given enrollment priority. Prerequisite: HLTH 298, 240, 380 or permission of instructor.

HLTH 809 (MICRO 809): Epidemiological Research, 3 cr. (3 and 0)
Basic concepts of epidemiology with emphasis on applied aspects rather than theoretical; examples drawn from clinical practice; use of relevant PC-based computer packages required. Prerequisite: MTHSC 405/605 or EX ST 801 or permission of instructor.

NURS 889: Special Problems in Nursing, 1-6 cr. (1-6 and 0)
Problems selected to meet special and individualized interests of students. Up to six hours of NURS 889 may be taken as elective credit. Prerequisites: NURS 801, 804, 807 and permission of instructor.

NURS 891: Master’s Thesis Research, credit to be arranged
Research activities related to thesis; minimum of six hours required. Prerequisites: NURS 802, 804 and 807.