College of Health, Education and Human Development

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The College of Health, Education and Human Development offers advanced degrees in these areas of study:

- Administration and Supervision
- Career and Technology Education
- Counselor Education
- Curriculum and Instruction
- Educational Leadership
- Elementary Education
- Health Administration*
- Human Resource Development
- 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 Health, Education and Human Development 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 Career and Technology Education, Master of Parks, Recreation and Tourism Management, Specialist in Education and the Doctor of Education degrees. The College of Health, Education and Human Development and the College of Agriculture, Forestry and Life Sciences cooperatively offer a Master of Agricultural 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. Often programs join with local, state and federal agencies to provide real-world experiences and research projects for faculty and students. Some programs and courses are offered off campus and in the evening to accommodate the schedules of public schools, health-care institutions, businesses and other organizations.

The College of Health, Education and Human Development offers graduate courses in the disciplines of education and nursing at various off-campus locations across the state. Off-campus course schedules for full, spring and summer offerings for school personnel, school districts and other S.C. agencies 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.

**SCHOOL OF EDUCATION**

Linda Gambrell, Director

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 prepares training and development specialists for business and industry.

The School of Education embraces its conceptual framework of empowered professionals educating a diverse world. These professionals utilize the knowledge of curriculum, technology, assessment and instructional/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, counselor education, curriculum and instruction, educational leadership, career and technology 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 education, training and development settings within industrial, business and public-sector environments. HRD programs serve professionals working in the areas of manufacturing, construction, health occupations, office systems, graphic communications, transportation, loss control, quality control, information services and personnel management. HRD specialists graduating from the program are qualified to provide training related to the following areas: technical skills, 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. Course ED 735 is used for recertification and nondegree purposes.

**ED 735: Teacher Professional Development: Selected Topics, 1-3 cr. (1-3 and 0)**

Selected topics determined by professional-development needs for teachers. This course cannot count toward a master’s degree; it is for professional development credit only. May be repeated whenever topics are different.

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*Admissions to the M.H.A. program have been suspended for 2002-2003. Contact the department for more information.*
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 785: 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 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 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.

Course Levels: Courses must be taken in sequence within three levels. Level I consists of ED L 700, 710, 730 and 735. Two of the three must be completed before attempting Level II or Level III. Level II consists of ED L 705, 720, 725 and ED F 778. Two of the three must be completed before attempting Level III courses. Level III consists of ED L 715, 740, 745, 750/755 and 795.

ED S 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 adviser. 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 for 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 810, 815, 820 and 830.
Level II consists of ED L 800/950, 805 and 839.
Level III consists of ED L 840, 850 and 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 reapply for admission. Students are discouraged from taking more than six hours of doctoral course work prior to being admitted to the program. This does not preclude the use of courses completed in the Ed.S. 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 and 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 prepatory 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 semester hours - 28; K through 12 students - 31.

Distance Education Options: The Ph.D. program in Educational Leadership offers distance education options for both the K-12 and the higher education tracks. Graduate students residing in the Horry County coastal area of the state may be eligible to take K-12 doctoral courses on the campus of Coastal Carolina University in Conway, SC. For the higher education track, doctoral students may be eligible to enroll in classes on a statewide basis through on-line course offerings. In both cases, all requirements remain the same as for the on-campus degree programs, and all courses are enrollment-dependent. Students interested in the distance education options may call the coordinator of the Educational Leadership program in the School of Education, Dr. Richard Blackburn, at (864) 656-5100.

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.

The following courses can be taken to complete research requirements.

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; rational and methodological foundations 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 components analysis, simple and multiple lin-
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 Superintendentship, 3 cr. (3 and 0)
Current, in-depth study of the superintendent, 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 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; 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, catastroph 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 development, 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 fund raising, 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 the 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 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, 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 adviser.
The Master of Career and Technology Education degree allows for specialization in three areas: industrial technology education, vocational/technical education and administration and supervision for the two-year college.

Sufficient flexibility is permitted to structure each student's plan of study to meet the objectives for any of the areas of specialization listed above. The industrial technology area is designed to enhance competencies in teaching industrial technology and prevocational and career education. Those who want to improve their competency in teaching and administering vocational or technical subjects in secondary or postsecondary institutions specialize in the vocational/technical area. The program in administration and supervision for the two-year college is designed specifically for persons preparing for administrative or supervisory positions in the vocational colleges.

Admission Requirements: Complete application packet to the Graduate School should include an undergraduate GPR of 3.0 on a 4.0 scale, acceptable GRE scores and departmental approval. Industrial technology education applicants must hold or meet the minimum requirements for an industrial technology teacher's certificate. Vocational/technical education applicants must hold or meet minimum requirements for a trade and industrial teacher's certificate, or they must show vocational or technical competence through training, work experience or proficiency test results. The program in administration and supervision for the two-year college requires the applicant to show evidence of competency in a teaching area or to have a minimum of 24 semester hours of courses appropriate to the vocational or technical program to be administered or supervised.

All three of the available concentrations require the same 15 semester hours of core courses with a minimum 3.0 GPR and the successful completion of an oral comprehensive examination. Students may choose either a 30-hour program that requires the completion of a thesis or a 36-hour nonthesis program. The nonthesis option requires the completion of a creative component under the guidance of an adviser.

I. The core courses required for all concentrations are listed below.

CTE 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.

CTE 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.

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

VERTEX 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 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 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. Concentrations: After consulting with their committees, students may choose from among the following courses to complete the required number of hours for their chosen program (nine hours for the thesis option, or 18 hours for the nonthesis option). Some concentrations require a minimum number of hours in technical electives; students should consult their advisers for more information.

A. Industrial Technology Education Concentration

CTE 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.

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

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

CTE 845 (HRD 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: HRD 830 or permission of instructor.

CTE 846 (HRD 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.

CTE 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.

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

CTE 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.

CTE 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.

CTE 860 (HRD 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.

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

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.

READ 864: 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.

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 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.

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.

CTE 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.

CTE 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. Prerequisite: Submission of a written proposal, prior approval of adviser and completion of nine hours in the major.

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

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

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.

* Denotes required courses.
CTE 847 (HRD 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; participating in evaluation; and instructional scheduling. Prerequisites: HRD 830 and 845.

CTE 860*: (HRD 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.

CTE 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.

CTE 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 CTE 895. 896 not permitted for degree.

CTE 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.

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

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.

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.

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.

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.

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.

C. Administration and Supervision/Two-Year College Concentration

CTE 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.

CTE 845 (HRD 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: HRD 830 or permission of instructor.

CTE 860 (HRD 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.


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 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 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 experience. 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 790.

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.

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.

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; 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 812: 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.

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.

ED L 831: Special Problems I, 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.

Counselor Education

The Master in Education in Counselor Education, a CACREP accredited program, 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 counselor education program is designed to help students realize their potential as practicing counselors and administrators. Students are encouraged to 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 to today’s ever-changing society.

The faculty of the counselor education 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 acknowledges 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 adviser to take the comprehensive examination. It is the student’s responsibility to have an approved GS2 form on file with the Graduate School prior to taking the comprehensive examination and to make 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 adviser chosen from the counselor education faculty. Students are required to meet with their adviser at least once a semester to ensure appropriate course sequencing.

Admission Requirements: Programs applicants must: 1) complete a graduate school application package and obtain admission to the Graduate School; 2) have an undergraduate GPR of 3.0 on a 4.0 scale overall (last 60 hours of undergraduate course work); 3) have acceptable GRE scores; 4) submit a letter of intent; 5) include two letters of recommendation; and 6) obtain approval of the counselor education faculty. Applications for summer and fall admissions are due by March 1; for spring admission, October 1. Applications will be reviewed only twice a year. Exceptions to deadline dates are made for students receiving assistantships after the stated deadline.

Additional Requirement for Community Counseling Track: a minimum of 12 semester hours of psychology and/or sociology, graduate or undergraduate.

Additional Requirement for Student Affairs Track: experience in higher education and/or current employment in higher education.

Core Requirements Goals: The student will (1) develop respect for the dignity and worth of the individual; (2) develop commitment to the fulfillment of human potential; (3) understand educational and counseling processes; (4) gain knowledge in his/her particular field of counseling; (5) develop competence in the application of professional expertise in counseling; (6) gain knowledge of the role and function of professionals in related fields; (7) develop a commitment to inquiry; and (8) develop maturity in self-development.

M.Ed., Community Counseling Emphasis

Students completing the M.Ed. program in counselor education 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; awareness of responsibilities specific to a variety of community agencies; and ethical practices.

Community Counseling Specialty Area (48 semester hours)

I. Area of Specialization (39 semester hours)

ED C 805: Community Counseling, 3 cr. (3 and 0)

History and description of various counseling services provided in agency settings; the types of client populations served; existing legislative acts mandating these services; theoretical perspectives of mental disorders; diagnostic concepts and frameworks; treatment and intervention models; 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)

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: 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 videotaped 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; concepts related to family life cycle, healthy family functioning, divorce, ethnicity, problem conceptualization and nontraditional structures. Prerequisite: ED C 810 or 814 or permission of instructor.

ED C 818: Psychopathology for Counselors, 3 cr. (3 and 0)

Conceptual models employed in classifying and describing various mental disturbances as well as approaches used to alleviate these disturbances. Prerequisite: ED C 810, permission of instructor and enrollment as counseling master’s student.

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; 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 and 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 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.

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. (100 and 600)

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 (600 clock hours).

* Students must complete 21 hours before taking the internship.
ED C 801: Foundations of Counseling

Students completing the M.Ed. program in counselor education with an emphasis in school counseling will demonstrate ability to effectively work with students, teachers, administrators and other members of the community as well as a high level of expertise in counseling appraisal, theory, skills and intervention techniques.

Qualification for state and national certification as school counselors includes: (1) ability to conduct a comprehensive and developmental school guidance and counseling program; (2) a healthy self-awareness and understanding; (3) counseling within the framework of their respective association's legal and ethical standards; (4) ability to counsel with sensitivity, caring and an appropriate approach in diverse environments; and (5) ability to perform in a consultative capacity both within and outside of the school environment.

Elementary School Counseling Specialty Area (51 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 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 Test and Measurements, 3 cr. (3 and 0)
Construction, use and interpretation of subjective and standard tests; measurement applications.

II. Area of Specialization (33 semester hours)

ED C 801: Foundations of Counseling in the Elementary School, 3 cr. (3 and 0)
Theory and practice of elementary school counseling; exploration of elementary school counseling techniques.

ED C 807: Counseling Children and Adolescents, 3 cr. (3 and 0)
Theory and techniques in the area of counseling youth in educational institutions and other settings; history and definition of disordered behavior, the etiology and occurrence of childhood disorders, developmental context, classification and assessment, and treatment issues. Prerequisite: ED F 701, ED C 801, 802 and 810, 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, socio-economic 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; concepts related to family life cycle, healthy family functioning, divorce, ethnicity, problem conceptualization and nontraditional structures. Prerequisite: 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 consultanting 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.

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 841: Elementary School Counseling Internship, 1-6 cr. (1 and 100-600)
Students apply previous knowledge in consulting, counseling and coordinating services in a supervised field experience for the elementary school student. Prerequisite: ED C 801, 810, 814, 830 or permission of instructor.

Testing Requirements: Passing the departmental comprehensive examination is required for the degree. Upon completion of 33 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 question 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 exam twice. Failure on two admissions results in dismissal from the program.

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; 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: Educational Test and Measurements, 3 cr. (3 and 0)
Construction, use and interpretation of subjective and standard tests; measurement applications.
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. Area of Specialization (33 semester hours)

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 807: Counseling Children and Adolescents, 3 cr. (3 and 0)
Theory and techniques in the area of counseling youth in educational institutions and other settings; history and definition of disordered behavior, the etiology and occurrence of childhood disorders, developmental context, classification and assessment, and treatment issues. Prerequisite: ED F 701, ED C 801, 802 and 810, 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; concepts related to family life cycle, healthy family functioning, divorce, ethnicity, problem conceptualization and nontraditional structures. Prerequisite: 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 theory, non-school 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.

III. Field Experiences (nine semester hours)

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 842: Secondary School Counseling Internship, 1-6 cr. (1 and 100-600)
Application of previous knowledge in consulting, counseling and coordinating services in a supervised field experience for the secondary school student. Prerequisites: ED C 802, 810, 814, and 832, or permission of instructor.

Testing Requirements: Passing the departmental comprehensive examination is required for the degree. Upon completion of 33 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 question 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 exam twice. Failure on two admis sions results in dismissal from the program.

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 counselor education with an emphasis in student affairs practice in higher education will demonstrate: (1) ability to effectively work with faculty, students, administrators and other members of the academic community; (2) preparation for employment in higher education settings in a variety of roles; (3) ability to act as consultants throughout the higher education setting; (4) understanding and skills related to counseling and developmental needs at the postsecondary level; (5) a high degree of self-understanding; (6) ability to effectively communicate with all cultural groups; (7) a high degree of sensitivity and acceptance of diversity in thought and action; (8) 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 (9) ethical practice.

Student Affairs Practice in Higher Education Specialty Area (48 semester hours)

I. Area of Specialization (33 semester hours)

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 809: 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 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, 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 video-taping, 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 819: The American College Student, 3 cr. (3 and 0)
How college students change and develop and how college can enhance that development.

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 855: Applied Research and Evaluation in Higher Education, 3 cr. (3 and 0)
Basic issues of measurement emphasizing questionnaire development, scales and measures commonly used in higher education research, assessment and program evaluation.

II. Field Experiences (nine semester hours)
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, 804 or permission of instructor (100 clock hours).

ED C 844: Student Affairs Internship, 1-6 cr. (1 and 6)
Application of previous knowledge to professional and postsecondary settings in a supervised field experience in counseling/student services. Prerequisite: ED C 803 or 804, 834 and permission of instructor.

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. Upon completion of 33 hours and adviser’s permission, students are eligible to take the comprehensive examination. For Student Affairs Practice in Higher Education, that comprehensive examination is a written essay exam. For the Student Affairs Counseling, the comprehensive examination consists of the Counselor Preparation Comprehensive Examination and the written essay questions. Each student is allowed to take the exam twice. Failure on two admissions results in dismissal from the program.

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)
Theory and practice of elementary school counseling; exploration 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 post-secondary 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; existing legislative acts mandating these services; theoretical perspectives of mental disorders; diagnostic concepts and frameworks; treatment and intervention models; counseling theory.

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

ED C 807: Counseling Children and Adolescents, 3 cr. (3 and 0)
Theory and techniques in the area of counseling youth in educational institutions and other settings: history and definition of disordered behavior, the etiology and occurrence of childhood disorders, developmental context, classification and assessment, and treatment issues. Prerequisite: ED F 701, ED C 801, 802 and 810, or permission of instructor.

ED C 809: 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 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; 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 818: Psychopathology for Counselors, 3 cr. (3 and 0)
Conceptual models employed in classifying and describing various mental disturbances as well as approaches used to alleviate these disturbances. Course enrollment restricted to counseling masters students. Prerequisites: ED C 810 and permission of instructor.

ED C 819: The American College Student, 3 cr. (3 and 0)
How college students change and develop and how college can enhance that development.

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, 804 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 technique 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 technique 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 841: Elementary School Counseling Internship, 1-6 cr. (1 and 100-600)
Application of previous knowledge in counseling and coordinating services in a supervised field experience for the elementary school student. Prerequisite: ED C 801, 810, 814, 830, or permission of instructor.

ED C 842: Secondary School Counseling Internship, 1-6 cr. (1 and 100-600)
Application of previous knowledge in counseling and coordinating services in a supervised field experience for the secondary school student. Prerequisite: ED C 802, 810, 814, 832, or permission of instructor.

ED C 844: Student Affairs Internship, 1-6 cr. (1 and 6)
Application of previous knowledge to professional and postsecondary settings in a supervised field experience in counseling/student services. Prerequisite: ED C 803 or 804, 834 and permission of instructor.

ED C 846: Community Counseling Internship, 1-6 cr. (100 and 600)
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.
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 Ph.D. 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 showing a cumulative 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. A vita and personal statement must be supplied.

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.

Deadlines for admission consideration are October 15 and March 15.

Core Requirement Goals: The student will (1) be able to critically analyze social, historical, psychological, personal and policy factors in the development and current practices of curriculum and instruction; (2) acquire an understanding of the research processes, including practical design, analysis and reporting; (3) understand how to use historical, correlational, descriptive and experimental methods within research; (4) be able to analyze critically and evaluate research reports; and (5) be able to prepare scholarly, research-based reports and presentations.

I. Program Core Courses: Students must complete the following core courses totaling 31 hours.

A. The following 12 hours are required:

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 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 are 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 908: Advanced Educational Test and Measurement, 3 cr. (3 and 0)
Theoretical and quantitative aspects of modern and classical test theory from the practitioner’s perspective; solving contemporary problems involving inferential and class level comparisons of student progress, and the subsequent impact of assessment on classroom high-stakes accountability decisions. Prerequisites: ED F 808 or equivalent; ED F 778 or equivalent.

B. Six hours are chosen from the following courses:

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 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)
The impact of legislation-IDEA, Section 504 and litigation on special education; 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.

C. Research and Assessment Methodology: 13 required hours

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.

ED 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.

ED F 878: Experimental and Nonexperiential 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 in educational research. Prerequisite: ED F 778, 878 or equivalent.

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

ED 901: Selected Topics Doctoral Study, 1-3 cr. (1-3 and 0)
Doctoral-level education topics not found in other courses. May be taken for up to six credits if different topics are covered.
ED 902: Independent Doctoral Study, 1-3 cr. (1-3 and 0)
Doctoral-level study of selected topics in education under the direction of a faculty member chosen by the student; development of a course of study different from any existing courses and designed for the individual student. May be taken for up to six credits if different topics are covered.

II. Selected Courses (21 hours of course credit to be arranged)

Ph.D., Elementary Education Emphasis
Students completing the Ph.D. program in curriculum and instruction with an emphasis in reading will demonstrate (1) knowledge base of one or more of the academic areas taught in the elementary school with an understanding of how the different areas relate to the learning and instructional needs of all students including design, implementation and evaluation of curriculum; effective instructional methods; and current issues and trends affecting teaching and/or learning and (2) competency in basic and applied research and evaluation related to the field of reading such as curriculum, instruction, assessment and ancillary programs.

Reading Education Specialty Area (30 hours)

I. Reading Education (18 hours)

A. The following six hours are required:

READ 939: The Psychology of Teaching Reading, 3 cr. (3 and 0)
Psychological basis of reading process; principles applied in teaching reading. Prerequisite: READ 860 or 861, or permission of instructor.

READ 944: Reading Research: Review and Critique of the Literature, 3 cr. (3 and 0)
Historical and contemporary research in reading and related literacy fields. Prerequisites: Admission to the Ph.D. program in curriculum and instruction.

B. 12 hours from the following:

READ 984: 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. Prerequisite: Permission of the Ph.D. program in curriculum and instruction.

READ 985: 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. Prerequisite: Admission into the Clemson University Reading Recovery Teacher Leader program. Corequisites: READ 886 and 937.

READ 986: 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: Permission of the Ph.D. program in curriculum and instruction.

READ 887: 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: READ 886 and 938.

READ 937: 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: READ 884 and 886.

READ 938: 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 instructor. Corequisites: READ 885 and 887.

READ 940: 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: READ 860 or 861, and 865; or permission of instructor.

READ 941: 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: READ 940 and permission of instructor.

READ 942: 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.

READ 943: 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.
**READ 945: Special Problems in Reading Education, 3 cr. (1 and 4)**
Individual study of a specific topic in reading; student may choose from a large diversity of topics. **Prerequisites:** READ 880 or 881, and READ 862, 865, and ED F 808; or permission of instructor.

**II. The following six hours are required:**

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

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

**III. Internship (six required hours)**

**Ph.D., Secondary Education Emphasis**
The Ph.D. program in curriculum and instruction with an emphasis in English language, mathematics, natural sciences or social studies 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 mathematics education will provide students with instruction and understanding in the mathematics curriculum — what is taught, the process of instruction, how mathematics is taught and assessed, the mathematical knowledge of the teacher — so that students may fulfill a variety of professional responsibilities. In addition, students will acquire the skills necessary to read, interpret, utilize and conduct research in mathematics education in order to expand the research knowledge base and allow students to apply knowledge to specific professional responsibilities.

**Science Education Goals:** Students completing the Ph.D. program in curriculum and instruction with an emphasis in science education will demonstrate an understanding of the research knowledge base in science education of how science process and content are most effectively learned, the components of state-of-the-art curriculum models which are most conducive and the utilization of the most effective research methodologies designed to expand the theory base.

**Social Studies Education Goals:** Students completing the Ph.D. program in curriculum and instruction with an emphasis in social studies education will develop a knowledge base in current social studies issues, research and classroom applications and be able to select and pursue appropriate research topics in social studies.

**Secondary Education Specialty Area (30 hours)**

I. Concentration (Advanced course work in a discipline or related areas: 18 hours)

II. Internship (three to six hours)

III. 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)**
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; curriculum issues in social studies education. **Prerequisite:** ED 428 or equivalent, master’s degree or permission of instructor.

**IV. 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.
I. Special Education Courses: The following 15 hours are required:

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; 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; the influence of various theoretical approaches in the field; 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; historical treatment; theoretical approaches; research-based interventions; 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.

II. Courses outside the School of Education (six hours)

III. Internship (six hours)

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.

The Master of Education in elementary education includes course work 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: A complete application package to the Graduate School should include a bachelor’s degree, a valid teaching certificate, two letters of recommendation, an undergraduate transcript with a GPA of 3.0 on a 4.0 scale (last 60 hours), and acceptable GRE scores.

Course of Study: The Master of Education in elementary education is undergoing significant reorganization. A new course of study is expected to be approved by Fall 2002. A student beginning course work after August 1, 2002, should discuss the new program requirements with his/her assigned adviser prior to enrolling in classes.

A. Three hours from the following:

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.

B. Three hours from the following:

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.

II. Research: The following six hours are required:

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.

III. Curriculum Development and Teaching Methods (six semester hours)
The following six hours are required:

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 760 or permission of instructor.

IV. Specialized Content (18 semester hours)

A. The following three hours are required:

READ 865: 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: READ 860, 861 or 864.
B. The following three hours are required:

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

C. Twelve hours are required. Students may select from Option 1, 2 or 3.

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 738: Selected Topics in Education, 1-3 cr. (1-3 and 0)
Specific master's-level education topics not found in other courses. May be taken for up to six credits if different topics are covered.

ED 739: Independent Study in Education, 1-3 cr. (1-3 and 0)
Master's-level study of selected topics in education under the direction of a faculty member chosen by the student; development of a course of study different from any existing courses and designed for the individual student. May be taken for up to six credits if different topics are covered.

ED 831: Advanced Methods in Elementary School Social Studies Education, 3 cr. (3 and 0)
Techniques, resources/materials, theories, and research for teaching social studies in the elementary/middle school classroom; current research trends in social studies education, national and state standards, addressing the needs of a diverse student population, fostering a classroom community and developing an integrated approach to social studies education. Prerequisite: Admission to the M.Ed. program or permission from the instructor.

ED 837: Teacher as Learner During the National Board Certification Process, 3 cr. (2 and 3)
Connects knowledge of teaching and learning theories, strategies and classroom practices to standards for National Board certification; supports teachers in applying content knowledge and collecting/analyzing evidence based on certification criteria. Prerequisite: Admission to graduate school.

ED 838: Teacher as Reflective Practitioner and National Board Certification, 3 cr. (2 and 3)
Supports analysis of classroom instruction and assessment through reflective teaching practices; based on National Board of Professional Teaching Standards; guidance in preparing portfolios and completing national assessments.

ED 890: Education Research Project, 3 cr. (2 and 3)
Student selects, with approval of professor, and conducts research on an education issue of suitable scope; oral, written and visual presentation of the research project is required. Student must enroll during final semester. Prerequisite: Permission of instructor.

ED 892: Advanced Methods in Elementary School Mathematics, 3 cr. (3 and 0)
Research-based course which examines trends in mathematics teaching and learning and the relationship between theory and practice; developing appropriate teaching strategies, analysis and evaluation of educational models and research, and improving staff development based on current research. Prerequisite: Admission to M.Ed. program or permission of instructor.

ED F 880: Instructional Technology in the Elementary School, 1-3 cr. (1-3 and 0)
Research-based strategies for integrating instructional technology within the curriculum; methodologies for deploying technology in support of national standards through participation in and development of project-based learning activities. Prerequisite: Permission of instructor.

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<td>William D. Paige, Area Coordinator</td>
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M.H.R.D., Master of Human Resource Development

The human resource field is a specialized blend of education, counseling, psychology, management and sociology. The Master of Human Resource Development (M.H.R.D.) 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 and enhance a variety of professional management activities. The program serves professionals working in the areas of manufacturing, construction, health occupations, secretarial sciences, graphic communications, transportation, loss control, quality control, information services and personnel management.

Graduates of the program are capable of utilizing contemporary instructional technologies and methodologies. Program participants gain valuable skills and knowledge related to the varied roles of the training specialist.

Applicants to the M.H.R.D. program are reviewed on undergraduate course work, academic performance and employment experience. The program requires 36 hours including 15 hours in core human resource development courses, six hours in research methods and 15 elective hours in coursework 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 Programs. Consultation is available to off-campus students through the Office of Off-Campus Programs. Call 1-888-CLEMSON (253-6766) for more information.

Admission Requirements: Complete application package to the Graduate School should include either 24 semester hours of undergraduate credit related to HRD or equivalent work experience (this requirement may be satisfied through appropriate corequisites), an undergraduate GPA of 3.0 on a 4.0 scale, acceptable GRE scores and departmental approval.

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

HRD 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.

HRD 845 (CTE 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: HRD 830 or permission of instructor.
HRD 847 (CTE 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; participation evaluation; and instructional scheduling. Prerequisites: HRD 830 and 845 or permission of instructor.

HRD 849: Evaluation of Training and Development/HRD 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 return on investment. Prerequisites: HRD 830, 845, 847, 860 and CTE 889 or permission of instructor.

HRD 860 (CTE 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.

II. Applied Research (required courses - six credit hours)

HRD 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 HRD courses and CTE 889.

CTE 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.

III. Application (six to nine credit hours)

CTE 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.

CTE 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.

CTE 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.

HRD 846 (CTE 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.

HRD 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: HRD 830 or permission of instructor.

THRD 610 (G C 610): Selected Topics, 1-3 cr. (1-3 and 0)
Subject areas organized according to program need and interest 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; 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.

IV. 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 effectively technological change for expanding clientele and diverse socio-economic environments.

AG ED 821: Theories and Practices of Adult Education, 3 cr. (3 and 0) S
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.

ECON 816 (AP EC 816): Labor Economics, 3 cr. (3 and 0)
Wage and employment theory; labor markets; labor history; current problems in labor and manpower economics.

ECON 824 (AP EC 824): Organization of Industry, 3 cr. (3 and 0)
The structure of markets and firms; forces that determine the size of firms and the boundaries of markets; the behavior of firms, both singly and in concert, to exploit market positions.

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 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.

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

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.

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 850: Research and Studies in Scientific, Business and Technical Writing, 3 cr. (3 and 0)
Theories of professional communication and methods of inquiry; readings and research into the ways that the writing of professionals creates new knowledge and affects the daily life of others; research methods emphasize humanistic inquiry. Prerequisite: Graduate standing.

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 with implications 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, 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, 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.

MGT 874 (M B A 874): Managing Continuous Improvement, 3 cr. (3 and 0) N
How to initiate and lead change toward a total quality environment; basic tools of quality management; use of teams to achieve change; quality function deployment; ISO 9000; supplier development; and use of survey methods to track progress of change. Prerequisite: MGT 803 or permission of instructor.

MGT 904: Seminar in Current Management Topics, 3 cr. (3 and 0)
Topics from current management literature emphasizing research from scholarly journals. Topics vary in keeping with developments in the literature. May be repeated with different faculty for a maximum of six credit hours. Prerequisite: MGT 803 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 interrelations; 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) S
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.

**Reading**

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<th>Kathy N. Headley, Area Coordinator</th>
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The purpose of an M.Ed. degree in reading is to educate reading professionals who have an in-depth knowledge of reading theories, processes, strategies, curriculum and research and who can use that knowledge to plan appropriate reading programs and curricula for a variety of contexts and communication information to a wide variety of audiences.

Admission Requirements: A complete application package to the Graduate School should include a bachelor’s degree, a valid teaching certificate, two letters of recommendation, an undergraduate transcript with a GPR of 3.0 on a 4.0 scale (last 60 hours), and acceptable GRE scores.

**Objectives:** Graduates with the M.Ed. in reading will demonstrate (1) an understanding of reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language and the context of the reading situation; (2) knowledge of the influence of cultural, ethnic and linguistic backgrounds on the reading process and how to use what the reader brings to the reading experience; (3) an understanding of relationships among the language processes of reading, writing, listening and speaking; (4) support for students in acquiring the ability to monitor comprehension and reading processes and apply appropriate strategies for a variety of purposes; (5) knowledge of assessments that involve multiple indicators of learner progress; (6) development of an environment that motivates students to pursue and respond to reading and writing for personal growth and development; (7) classroom-based research in reading; and (8) expertise in sharing knowledge of reading research and instructional practices with peers.

Program of Study: The M.Ed. in reading provides graduates with an opportunity to specialize in a specific literacy area. The M.Ed. in reading offers four plans for completion of course requirements:

I. Reading Teacher and Reading Consultant certification plus additional reading/language arts course work as approved by the adviser.

II. Reading Teacher and Reading Consultant certification plus Reading Recovery Training (three years’ teaching experience recommended as training prerequisite).

III. Completion of course work for all three certifications: Reading Teacher, Reading Consultant and Reading Coordinator/Director.

IV. Early Literacy Emphasis: Reading Teacher certification plus additional reading/language arts course work as approved by the adviser.

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**READ 860**: 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. Prerequisite: Admission to Graduate School and permission of instructor.

**READ 861: 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.

**READ 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: READ 861.

**READ 863: 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: READ 860, 861, 864, 865 or 869.

**READ 864: 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.

**READ 865: 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: READ 860, 861 or 864.

**READ 866: Practicum in Reading, 3 cr. (2 and 2)**
Supervised practicum emphasizing diagnostic and remedial work with readers in public schools. Prerequisites: READ 865 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.

Students are required to take an additional nine hours of reading/language arts course work to earn the Reading Teacher and Reading Consultant certification. The following courses are possible fulfillments for this nine-hour requirement:

**READ 867: 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.

**READ 868: Using Literature and Technology for Reading Instruction, 0-3 cr. (3 and 3)**
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

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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.
of reading. **Prerequisite:** Admission to the graduate program.

**READ 869: 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:** READ 861 or equivalent.

**READ 870: Early Literacy: Strategic Reading and Writing Instruction, 3 cr. (3 and 0)**
Use of the theoretical base of the Reading Recovery program to modify instructional practices to include generalizable instructional procedures. **Prerequisite:** READ 860 or equivalent.

**READ 871: Literacy Across the Curriculum, 3 cr. (3 and 0)**
Use of the theoretical base of the Reading Recovery program to modify instructional practices to include reading and writing activities in all aspects of K-5 curriculum. **Prerequisite:** READ 860 or equivalent. READ 870 and admission to graduate school.

**READ 872: Guided Reading and Guided Writing, 3 cr. (3 and 0)**
Use of the techniques of Guided Reading, Shared Writing and Interactive Writing appropriately in classroom situations; demonstration of 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. **Prerequisite:** READ 860 or equivalent, READ 870, 871 and admission to Graduate School.

**READ 873: 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. **Prerequisite:** READ 860 or equivalent, READ 865, 870, 871, 872 and admission to Graduate School.

**ED 837: Teacher as Learner During the National Board Certification Process, 3 cr. (2 and 3)**
Connects knowledge of teaching and learning theories, strategies and classroom practices to standards for National Board certification; supports teachers in applying content knowledge and collecting/analyzing evidence based on certification criteria. **Prerequisite:** Admission to graduate school; permission of instructor.

**ED 838: Teacher as Reflective Practitioner and National Board Certification, 3 cr. (2 and 3)**
Supports analysis of classroom instruction and assessment through reflective teaching practices. Based on National Board of Professional Teaching Standards, teachers receive guidance in preparing portfolios and completing national assessments. **Prerequisites:** Admission to graduate school; permission of instructor.

**ED SP 820: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0)**
Research-based methods for instructing individuals with disabilities; 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**

**READ 860**: 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.

**READ 861: 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.

**READ 862: 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: READ 860, 861, 864, 865, or 869.

**READ 864: 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.

**READ 865: Evaluation and Remediation of Reading Problems, 3 cr. (3 and 0)**
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:** READ 860, 861 or 864.

**READ 866: Practicum in Reading, 3 cr. (2 and 2)**
Supervised practicum emphasizing diagnostic and remedial work with readers in public schools. **Prerequisites:** READ 865 and permission of instructor.

**READ 880: 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 process, program implementation and evaluation. **Prerequisite:** Permission of instructor. **Corequisite:** READ 882.

**READ 881: 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 READ 880 and 882. **Corequisite:** READ 883.

**READ 882: 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. Participant implements content studied in READ 880, which is taken concurrently. **Prerequisite:** Permission of instructor. **Corequisite:** READ 880.

**READ 883: 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 READ 881, which is taken concurrently. **Prerequisites:** Admission into the Clemson University Reading Recovery Program and READ 880 and 882. **Corequisite:** READ 881.

**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 837: Teacher as Learner During the National Board Certification Process, 3 cr. (2 and 3)**
Connects knowledge of teaching and learning theories, strategies and classroom practices to standards for National Board certification; supports teachers in applying content knowledge and collecting/analyzing evidence based on certification criteria. **Prerequisites:** Admission to graduate school; permission of instructor.
ED 838: Teacher as Reflective Practitioner and National Board Certification, 3 cr. (2 and 3)
Supports analysis of classroom instruction and assessment through reflective teaching practices. Based on National Board of Professional Teaching Standards, teachers receive guidance in preparing portfolios and completing national assessments. Prerequisites: Admission to graduate school; permission of instructor.

ED SP 820: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0)
Research-based methods for instructing individuals with disabilities; 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.

READ 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: READ 861.

READ 867: 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.

READ 868: Using Literature and Technology for Reading Instruction, 0-3 cr. (3 and 3)
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 teaching of reading. Prerequisite: Admission to the graduate program.

READ 869: 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: READ 861 or equivalent.

READ 870: Early Literacy: Strategic Reading and Writing Instruction, 3 cr. (3 and 0)
Use of the theoretical base of the Reading Recovery program to modify instructional practices to include generalizable instructional procedures. Prerequisite: READ 860 or equivalent.

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

READ 860*: 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.

READ 861: 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.

READ 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: READ 861.

READ 863: 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: READ 860, 861, 864, 865 or 869.

READ 864: 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.

READ 865: 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: READ 860, 861 or 864.

READ 866: Practicum in Reading, 3 cr. (2 and 2)
Supervised practicum emphasizing diagnostic and remedial work with readers in public schools. Prerequisites: READ 865 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 F 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.

One (1) of the following curriculum courses:

ED 760: Curriculum Development in the Elementary School, 3 cr. (3 and 0)
Analysis of trends and practices relative to elementary curriculum planning; 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 765: Secondary School Curriculum, 3 cr. (3 and 0)
Principles, techniques and trends in secondary school curriculum development and evaluation. Prerequisite: Graduation status.

One (1) of the following educational leadership courses:

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 720: School Personnel Administration, 3 cr. (3 and 0)
School personnel selection, practices and problems. 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)
Theory and practice of elementary school counseling; exploration of 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:

READ 867: 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.

READ 868: Using Literature and Technology for Reading Instruction, 0-3 cr. (3 and 3)
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.

READ 869: 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: READ 861 or equivalent.

READ 870: Early Literacy: Strategic Reading and Writing Instruction, 3 cr. (3 and 0)
Use of the theoretical base of the Reading Recovery program to modify instructional practices to include generalizable instructional procedures. Prerequisite: READ 860 or equivalent.

ED 837: Teacher as Learner during the National Board Certification Process, 3 cr. (2 and 3)
Connects knowledge of teaching and learning theories, strategies and classroom practices to standards for National Board certification; supports teachers in applying content knowledge and collecting/analyzing evidence based on certification criteria. Prerequisites: Admission to graduate school; permission of instructor.

ED 838: Teacher as Reflective Practitioner and National Board Certification, 3 cr. (2 and 3)
Supports analysis of classroom instruction and assessment through reflective teaching practices. Based on National Board of Professional Teaching Standards, teachers receive guidance in preparing portfolios and completing national assessments. Prerequisites: Admission to graduate school; permission of instructor.

ED SP 820: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0)
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

READ 860*: 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. Prerequisite: Admission to Graduate School and permission of instructor.

READ 863: 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: READ 860, 861, 864, 865 or 869.

READ 865: 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: READ 860, 861 or 864.

READ 866: Practicum in Reading, 3 cr. (2 and 2)
Supervised practicum emphasizing diagnostic and remedial work with readers in public schools. Prerequisites: READ 865 and permission of instructor.

READ 868: Using Literature and Technology for Reading Instruction, 0-3 cr. (3 and 3)
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.

READ 869: 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: READ 861 or equivalent.

READ 870: Early Literacy: Strategic Reading and Writing Instruction, 3 cr. (3 and 0)
Use of the theoretical base of the Reading Recovery program to modify instructional practices to include reading and writing activities in all aspects of K-5 curriculum. Prerequisites: READ 860 or equivalent, READ 870 and admission to Graduate School.

READ 872: Guided Reading and Guided Writing, 3 cr. (3 and 0)
Use of the techniques of Guided Reading, Shared Writing and Interactive Writing appropriately in classroom situations; demonstration of 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: READ 860 or equivalent, READ 870, 871 and admission to Graduate School.

READ 873: 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: READ 860 or equivalent, READ 865, 870, 871, 872 and admission to Graduate School.

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:

READ 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: READ 861.

ED 738: Selected Topics in Education, 1-3 cr. (1-3 and 0)
Specific master’s-level education topics not found in other courses. May be taken for up to six credits if different topics are covered.
ED 739: Independent Study in Education, 1-3 cr. (1-3 and 0)
Master’s-level study of selected topics in education under the direction of a faculty member chosen by the student; development of a course of study different from any existing courses and designed for the individual student. May be taken for up to six credits if different topics are covered.

ED 837: Teacher as Learner During the National Board Certification Process, 3 cr. (2 and 3)
Connects knowledge of teaching and learning theories, strategies and classroom practices to standards for National Board certification; supports teachers in applying content knowledge and collecting/analyzing evidence based on certification criteria. Prerequisites: Admission to graduate school; permission of instructor.

ED 838: Teacher as Reflective Practitioner and National Board Certification, 3 cr. (2 and 3)
Supports analysis of classroom instruction and assessment through reflective teaching practices. Based on National Board of Professional Teaching Standards, teachers receive guidance in preparing portfolios and completing national assessments. Prerequisites: Admission to graduate school; permission of instructor.

ED SP 820: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0)
Research-based methods for instructing individuals with disabilities; 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

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<th>Major</th>
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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 subject area.

The student’s adviser will depend upon the content specialty area. They are English language, Bea Bailey; mathematics, Bob Horton; natural sciences, Bill Leonard; and social studies, Susan Pass. 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). When the student has successfully completed 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 GS2 (program of study), for filing the GS4 (application for diploma and graduation) and for having the adviser file the GS7 (completion of exit exam). In most cases, signatures of the adviser, the advisory committee, the department head and the dean are required before these forms are sent to the Graduate School for final approval. The GS2 is to be completed about halfway through the course of study and by no later than a full semester prior to graduation. The GS4 must be submitted a full semester prior to the anticipated date of graduation. The GS7 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 listed on page 3 and refer to those times at which the completed forms are to be received by the Graduate School.

Admission Requirements: A complete application package to the Graduate School should include a bachelor’s degree, a valid teaching certificate, two letters of recommendation, an undergraduate transcript with a GPR of 3.0 on a 4.0 scale (last 60 hours), and acceptable GRE scores.

Degree Requirements: This degree requires a minimum of 36 semester hours in graduate courses with a GPR of at least 3.0, of which at least 18 hours must be from 700-level or higher numbered courses. A minimum of 15 semester hours must be completed in graduate courses in professional education, or substitute courses approved by the major adviser in the School of Education. A minimum of 18 hours of graduate courses must be taken 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 or social studies). The respective adviser can recommend appropriate courses. An exit examination is required by the School of Education, the Graduate School, Elementary Education, Secondary Education and the appropriate teaching area. 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 12 hours of approved graduate work that may be transferred from another institution.

I. Required Education Courses (15-18 semester hours)

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

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 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 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.

READ 864*: 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.

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.

III. Electives (three to six hours). These may be in education, the sciences or other as approved by the major adviser. Some appropriate courses are:

*If this course was completed at the undergraduate level, a substitution may be made with permission of the adviser.
ED 700 (CTE 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 738: Selected Topics in Education, 1-3 cr. (1-3 and 0) Specific master’s-level education topics not found in other courses. May be taken for up to six credits if different topics are covered.

ED 739: Independent Study in Education, 1-3 cr. (1-3 and 0) Master’s-level study of selected topics in education under the direction of a faculty member chosen by the student; development of a course of study different from any existing courses and designed for the individual student. May be taken for up to six credits if different topics are covered.

ED 837: Teacher as Learner During the National Board Certification Process, 3 cr. (2 and 3) Connects knowledge of teaching and learning theories, strategies and classroom practices to standards for National Board certification; supports teachers in applying content knowledge and collecting/analyzing evidence based on certification criteria. Prerequisite: Admission to graduate school.

ED 838: Teacher as Reflective Practitioner and National Board Certification, 3 cr. (2 and 3) Supports analysis of classroom instruction and assessment through reflective teaching practices; based on National Board of Professional Teaching Standards; guidance in preparing portfolios and completing national assessments.

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

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; 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 F 766: Integrating Service Learning into Curriculum, 3 cr. (2 and 3) Opportunities for certified teachers to build competencies 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.

READ 871: Literacy Across the Curriculum, 3 cr. (3 and 0) Use of the theoretical base of the Reading Recovery program to modify instructional practices to include reading and writing activities in all aspects of K-5 curriculum. Prerequisites: READ 860 or equivalent, READ 870 and admission to Graduate School.

The Master of Education degree in special education is designed to ensure that students are knowledgeable in the field of special education. The program in special education prepares students in one of the following areas: emotional/behavioral disorders, learning disabilities or mental retardation. The program is approved by the Council for Exceptional Children (CEC) and follows guidelines prescribed by CEC. The prescribed program of study enables students to identify important legal and policy issues in special education, demonstrate knowledge of the research processes within the field of special education, demonstrate knowledge of specific characteristics of individuals with mild disabilities, and implement research-validated interventions for students with disabilities in a variety of settings. Successful graduates will evaluate critically 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. Exceptions to the program of study must be approved by the student’s advisory committee. Graduate students must satisfy requirements of the Graduate School, complete the approved program of study for the degree, maintain a B average in all graduate work and pass a comprehensive exam. The degree requires 36 semester hours.

South Carolina Teacher Certification requires the following courses for certification in special education: (a) ED SP 370: The Exceptional Child; and (b) READ 459: Teaching Reading in the Early Grades or READ 460: Teaching Reading in the Intermediate Grades. If students wish to pursue certification in special education and have not completed these courses, the courses must be taken at the undergraduate level in addition to the graduate curriculum in special education.

Students must declare degree-seeking status in the Graduate School prior to the completion of 12 semester hours. Students should submit a GSU form to the Graduate School prior to or at the completion of 18 semester hours.

Admission Requirements: A complete application package to the Graduate School should include a bachelor’s degree, a valid teaching certificate, two letters of recommendation, an undergraduate transcript with a GPA of 3.0 on a 4.0 scale (last 60 hours), and acceptable GRE scores.

I. Program Core Courses (24 semester hours)

ED F 778: Experimental and Nonequivalent 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 SP 820: Language Arts Instruction for Individuals with Disabilities, 3 cr. (3 and 0) 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.
II. 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, the student must complete the corresponding course sequence(s) and PRAXIS Specialty Area Examination.

A. Emotional Disorders Certification
The following 12 hours are required:

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, 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 or PSYCH 201, admission to the professional program 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.

C. Mental Retardation Certification
1. The following nine hour are required:

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.

2. Electives: (three hours)

ED SP 822 is recommended for those intending to work in elementary settings. ED SP 840 is recommended for those intending to work in secondary settings. Additional electives may be selected from the following list of courses.

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 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 GPR of 2.0.

ED SP 738: Selected Topics in Special Education, 1-3 cr. (1-3 and 0)
Specific master’s-level special education topics not found in other courses. May be taken for up to six credits if different topics are covered.

ED SP 739: Independent Study in Special Education, 1-3 cr. (1-3 and 0)
Master’s-level study of selected topics in special education under the direction of a faculty member chosen by the student; development of a course of study different from any existing courses and designed for the individual student. May be taken for up to six credits if different topics are covered.

ED SP 822: Teaching Mathematics to Individuals with Disabilities, 3 cr. (3 and 0)
Prerequisites: 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 840: Transition Education and Services for Individuals with Disabilities, 3 cr. (3 and 0)
Postsecondary options for individuals with disabilities; educational programs and services which support their transition from school to life. Prerequisite: ED SP 370 or permission of instructor.

ED SP 841: 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; 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 881: Individual Testing, 3 cr. (3 and 0)
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 F 615 (PRMT 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 and practice skills, and cooperate with professionals from various disciplines.

Vocational/Technical Education

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<td>Vocational/Technical Education</td>
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Ed.D., Doctor of Education degree in Vocational and Technical Education

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 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 internship approved by 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 the graduate committee; a minimum of 12 semester hours of graduate course work required from departments/areas other than agricultural education and 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.

I. Vocational/Technical Foundation

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 underpinning current objectives; definition of broad parameters of the field.

*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.
VT ED 812: 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 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 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

CTE 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 non-parametric 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 980: 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

Troops-to-Teachers
Nancy Cassity Dunlap, Program Coordinator
Advanced degrees are not offered through the S.C. Troops-to-Teachers Alternative Route to Certification. Completers of this program receive S.C. Teacher Certification.

The South Carolina Troops-to-Teachers Alternative Route to Certification (T3ARC) is a state-approved program designed to enable active-duty military personnel or retirees who have appropriate bachelor’s degrees to obtain the requisite knowledge, skills, and certification to become teachers in South Carolina schools. The T3 ARC is a collaborative program among Clemson University, the University of South Carolina, South Carolina State University, and The Citadel. For eligibility requirements and more information, please refer to the T3 ARC Web site: http://www.hehd.clemson.edu/T3T/ or contact the T3 ARC office at (864) 656-8883. Courses are limited to T3 ARC participants.

TTT 705: PD: Technology in the Classroom, 3 cr. (3 and 0)
Provides a common experience for all students and the opportunity to develop skills needed to use technology effectively in educational settings; hands-on experience with technology and development of subject area strategies for technology integration. Pre- or Corequisite: TTT 700. Enrollment limited to participants in the SC Troops-to-Teachers Alternative Route to Certification program.

TTT 706: PD: Cultural Distinctions and Diversity, 3 cr. (3 and 0)
Prepares the student to meet the needs of a diverse student body through studies of cultural, economic, political, and social environments influencing student achievement. Pre- or Corequisite: TTT 700. Enrollment limited to participants in the SC Troops-to-Teachers Alternative Route to Certification program.

TTT 707: PD: Community Resources for Educators, 3 cr. (3 and 0)
Study of school reform, education trends and programs, and internal and external support resources. Pre- or Corequisite: TTT 700. Enrollment limited to participants in the SC Troops-to-Teachers Alternative Route to Certification program.

TTT 710: PD: Application of Research in Teaching, 3 cr. (3 and 0)
Application of educational research on teaching and learning; dynamics of relating subject matter to students; facilitating student learning; relationships between assessment, learning and instructing. Pre- or Corequisite: TTT 700. Enrollment limited to participants in the SC Troops-to-Teachers Alternative Route to Certification program.

TTT 715: PD: Student Assessment and Evaluation, 3 cr. (3 and 0)
Development and use of educational assessment tools to diagnose students' weaknesses and strengths, monitor students' progress and determine instructional effectiveness; construction, use and interpretation of subjective and standardized tests and other measurement applications. Pre- or Corequisite: TTT 700. Enrollment limited to participants in the SC Troops-to-Teachers Alternative Route to Certification program.

TTT 750: PD: Teaching Methods and Strategies for Secondary Science, 3 cr. (2 and 2)
Development of instructional practices and materials appropriate for secondary science; familiarization with curriculum standards and materials; includes field experiences in local schools. Emphasis on inquiry, and other student-centered teaching strategies; laboratory management, techniques in science curriculum development and science teaching leadership skills. Prerequisites: TTT 700, 705 and 706. Enrollment lim-
TTT 751: PD: Teaching Methods and Strategies for Secondary Mathematics, 3 cr. (2 and 2)
Development of instructional practices and materials appropriate for secondary mathematics; familiarization with curriculum standards and materials; includes field experiences in local schools. Prerequisites: TTT 700, 705 and 706. Enrollment limited to participants in the SC Troops-to-Teachers Alternative Route to Certification program.

TTT 752: PD: Teaching Methods and Strategies for Secondary English, 3 cr. (2 and 2)
Development of instructional practices and materials appropriate for secondary language arts; familiarization with curriculum standards and materials; includes field experiences in local schools. Prerequisites: TTT 700, 705 and 706. Enrollment limited to participants in the SC Troops-to-Teachers Alternative Route to Certification program.

TTT 780: PD: Classroom Organization and Management, 3 cr. (3 and 0)
Examination of dynamics of discipline and the latest research guiding classroom management principles; numerous discipline models, techniques, methods and constructs to permit the professional educator to move beyond a singular approach in handling classroom behavior are presented. Prerequisites: TTT 700, 705 and 706. Enrollment limited to participants in the SC Troops-to-Teachers Alternative Route to Certification program.

TTT 781: PD: School Culture, 3 cr. (3 and 0)
Development of contemporary educational theory and its impact on current school practices and educational policy development; analyses of school culture, current trends and best teaching practices. Prerequisites: TTT 700, 705 and 706. Enrollment limited to participants in the SC Troops-to-Teachers Alternative Route to Certification program.

TTT 790: PD: Internship Seminar, 3 cr. (3 and 0)
Seminar course designed to synthesize skills and instructional techniques developed during course work and classroom experiences. Analyses of classroom instruction and assessment are facilitated through reflective teaching practices; Class discussions, small group activities, and on-line discussion forums are used to explore topics relevant to internship experiences. Prerequisites: TTT 700, 705, 706, 707, 710, 715, 750, 751, 752, 780 and 781. Enrollment limited to participants in the SC Troops-to-Teachers Alternative Route to Certification program.

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), nurse administration or nursing education. The student may select one of the six study options: child/adolescent nursing (CNS), adult gerontological nursing (CNS), family nurse practitioner (NP), gerontological nurse practitioner (GNP), nurse administration or nursing education. 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, nurse practitioner, nurse administrator or nurse educator);
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 on-campus students at the University Center in Greenville, S.C., and via the Internet. Admission Requirements: In addition to meeting University admission requirements, applicants should be graduates of nationally accredited baccalaureate nursing programs, must have had an undergraduate statistics course, computer course or equivalent and demonstrate evidence of current basic client assessment skills. In addition, advanced practice students must document recent significant clinical practice which is defined as 600 hours of hands-on, direct nursing care during the 12 months prior to acceptance into the program.

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 and research; 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: NURS 809 or permission of instructor.

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: Undergraduate assessment and NURS 809 or permission of instructor.

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. Prerequisites: NURS 804 and 808; student must select chairperson prior to enrolling in course.

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; 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; clinical practice with developing families in a variety of settings. Prerequisites: NURS 801, 804, 805, 806 and 809.

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, 804, 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, 804, 805, 806 and 809.

NURS 822: Family Nursing IV: Gerontology, 4 cr. (2 and 6)
Roles and functions of advanced practice applied to 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, 804, 805, 806 and 809.

NURS 823: Nurse Practitioner Clinical Practicum, 6 cr. (0 and 12)
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: FNP track; NURS 819, 820, 821 and 822 or GNP track: NURS 882, 883 and 884.

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 804.

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 permits specific use and evaluation of a conceptual model of nursing administration. Prerequisite: NURS 825.

NURS 827: Foundations of Nursing Education, 3 cr. (3 and 0)
Exploration of the foundations of nursing education; emphasis on curriculum development in nursing for the collegiate or continuing education areas; current issues and research that influence nursing education. Prerequisite: Graduate status in nursing.

NURS 828: The Nurse Educator, 3 cr. (2 and 3)
Roles and functions of nurse educators applied to education of nurses and nursing students in collegiate and continuing education nursing education programs; current issues and research in classroom, laboratory and continuing education programs. A teaching practicum is required. Prerequisite: NURS 827 or permission of instructor.

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 and one of the following: NURS 819, 820, 821, 822.

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 846: Healthcare Financial Management, 3 cr. (3 and 0)
Financial management theory and practice for nurse executives; the state of financial reporting requirements and accounting practices for decision-making and operating activities; processes for measuring and reporting financial information and analysis; interpretation and use of accounting information for planning and controlling the health care business. Prerequisite: Undergraduate accounting and finance, ACCT 200 and ACCT 201, or equivalent.

NURS 847: Internship, 3 cr. (1 and 6)
Guided practice to apply advanced nursing knowledge in nursing administration in the advanced practice role; joint preceptor and faculty guidance and supervision in the administrative management and care with selected populations in a variety of health care settings. Prerequisite: NURS 825, 826, 846 or permission of instructor.

NURS 848: Health Care Policy and Economics, 3 cr. (3 and 0)
Reciprocal relationship between client, community, health care system, sociocultural and economic variables and policy making; analysis and synthesis these relationships and their impact on the role and responsibility of the advanced practice nurse and nurse administrator. Prerequisite: Graduate standing or permission of instructor.

NURS 850: Information and Control Systems for Nursing Leadership, 3 cr. (3 and 0)
Computer-based systems of information management and control for nursing environments; explores data needed for cost-efficient use of nursing resources and effective systems of monitoring, quality assurance and control; information systems as tools useful to humanitarian nursing practice, human resource management and solution of professional and scientific problems. Prerequisite: Graduate standing.

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: Primary Care for Elders, 4 cr. (2 and 6)
Application of the roles and functions of advanced practice in the management of frailty in old age; prevention of early disability and dependence; maintenance of function, independence and self-care; cultural, social and ethical issues. Prerequisites: NURS 801, 804, 805, 806 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; health promotion; maintaining functional independence; restoration and rehabilitative care of the older adult with existing or potential health problems. Prerequisites: NURS 801, 804, 805, 806 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 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. Prerequisite: 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 804, 807 and 808.

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Parks, Recreation and Tourism Management

Parks, Recreation and Tourism Management

Master’s degree (M.P.R.T.M.), a Master of Science degree (M.S.) 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 his or her 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 who document 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 with a research thesis requirement. 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 completed 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. Prerequisite: Graduate ratio equivalent to Clemson University’s graduation requirement.

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; 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 and 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 (GEOG 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. Prerequisites: 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 scale are planned, organized, marketed and operated. Prerequisite: PRTM 342 or permission of instructor.
Parks, Recreation and Tourism Management

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 fields. 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 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 811: Research Methods in Parks, Recreation and Tourism Management, 3 cr. (3 and 0)
Principles, methods and strategies for planning, designing, evaluating and applying studies of recreation. Prerequisite: A graduate-level statistics course or permission of instructor.

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
MHA 705: Health Economics, 3 cr. (3 and 0)
Basic economics; develops appreciation of the unique issues surrounding the health care sector in the United States. 
Prerequisite: Undergraduate principles of economics.

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; 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 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 Care Administration and Leadership, 2 cr. (2 and 0)
Integration of knowledge and skills acquired across all courses in the context of strategic management.

M B A 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 B A 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 B A 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; 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 B A 803 and a demonstrated proficiency in basic management.

M B A 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. 
Prerequisite: Principles of marketing.

M B A 809 (MG T 809): Organization Theory and Behavior, 3 cr. (3 and 0)
Advanced consideration of theories and models as they apply to managing individual and work-group behavior in organizations. Topics include leadership, decision making, motivation, power, conflict, communication, job design and group processes. 
Prerequisite: Graduate standing.

M B A 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.

MG T 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.
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)
Supervised work experience in an approved agency. 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. Prerequisites: Minimum grade-point ratio of 2.5 and permission of instructor.

HRD 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.

M B A 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; using economic analysis in managerial decision making. Prerequisites: Economic principles and basic statistics.

M B A 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, dispute resolution and government regulation of labor relations.

M B A 828: Services Marketing, 3 cr. (3 and 0) N
The nature of services marketing and the special requisites that distinguish successful services marketing from goods marketing. Topics include promoting and making the service tangible, designing optimal service operations, the ideal service worker, pricing of services and critical points of services delivery. Prerequisite: M B A 808 or 858 or permission of instructor.

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.

MGT 818: Management Support Systems, 3 cr. (3 and 0)
Computer-based management support systems. These are additional graduate courses offered within public health sciences.

HLTH 600: Selected Topics in Health, 1-6 cr. (1-6 and 0)
Topics selected to meet special and individualized interest 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 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 priority 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, 1-9 cr. (0 and 3-27)
Supervised work experience in an approved agency. The student will select an agency and develop personal goals and objectives appropriate to the setting, population and health issues. May be taken for a maximum of nine credits only if different topics are covered. To be taken pass/fail only. Prerequisites: HLTH 419, minimum GPR of 2.0, 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 requirement.

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; healthful and unhealthful behaviors including 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.