College of Health, Education and Human Development

School of Education • 164
Educational Leadership • 164
Counseling • 167
Curriculum and Instruction • 172
Elementary Education • 175
Reading • 176
Secondary Education • 180
Special Education • 182
Technology and Human Resource Development • 183

School of Nursing • 190
Nursing • 190

Other Programs • 192
Parks, Recreation and Tourism Management • 192
Public Health Sciences • 194
The College of Education offers advanced degrees in these areas of study:

- Administration and Supervision
- Career and Technology Education
- Counseling
- 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 M.S. degree in curriculum and instruction.

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, counseling and guidance services, 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, secretarial sciences, 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: skills and technical, management and motivation. The School of Education has designated a series of courses to meet the growing demand for continual professional development in the state. Course ED 635 will be used for recertification and nondegree purposes.

ED 635: 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.

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

ED L 710: Organizational Theory for School Administrators, 3 cr.  
(3 and 0)  
Theory of management, communication, human relations, social systems, motivation, contingency, decision making and change. Prerequisite: ED L 700.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ED L 850: Practicum in School System Administration and Supervision, 3 cr.  
(1 and 4)  
Practicum with an experienced school-system-level administrator or supervisor. May be repeated for a maximum of six credits. Prerequisites: ED L 800, 805 and permission of instructor.
ED L 950: Educational Policy Studies, 3 cr. (3 and 0)
Critical analysis of the sources and nature of educational policy and how policy is developed, administered and assessed for public schools. Prerequisite: Admission to doctoral studies.

Course levels: Courses must be taken in sequence within three levels.
Level I consists of ED L 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 re-apply 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’s program committee and 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 preparatory 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.

ED L 900: Principles of Educational Leadership, 3 cr. (3 and 0)
Advanced leadership theory; 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; rationale and applications of qualitative research methods; integration of qualitative and quantitative research methods. Prerequisite: ED F 778, 878 or equivalent.

ED L 995: Directed Research, 1-4 cr. (1-4 and 0)
Research option for graduate students to pursue a line of inquiry in education under the direction of faculty. Specific educational question is investigated and reported using appropriate methodology. Graded on a pass/fail basis. May be repeated for a total of four hours. Prerequisite: Admission to doctoral studies or permission of instructor.

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

ED L 765: Assessment in Higher Education, 3 cr. (3 and 0)
Outcomes assessment and institutional effectiveness movement including assessment techniques, instrument selection, analysis of assessment data and reporting of assessment findings. Prerequisite: Permission of instructor.

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

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

ED L 815: The Superintendency, 3 cr. (3 and 0)
Current, in-depth study of the 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...
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, catastrophe theory, social evolution, social morphology and nonlinear theories of social organization.  
Prerequisite: One graduate-level organizational theory course or permission of instructor.

(3 and 0)  
Development of higher education from the 11th century to the present with emphasis on the United States.

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

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

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

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

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

(3 and 0)  
Survey of American higher education including its historical, political, philosophical and social aspects.  
Prerequisite: Admission to doctoral studies.

ED L 972: Ethic 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, constituency 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.
School prior to taking the comprehensive examination and making sure that his/her name is on the list to take the comprehensive examination. Students generally take a three-hour written examination. Community counseling students are also required to take and pass the national Counselor Preparation Comprehensive Examination (CPCE). Each examination is highly structured to include all the courses that are required by each program.

Each student is assigned a major adviser chosen from the counseling faculty. It is required that students meet with their adviser at least once a semester to ensure appropriate course sequencing.

Admission Requirements: Complete application package to the Graduate School should include undergraduate transcript representing an undergraduate GPA of 3.0 on a 4.0 scale, an acceptable GRE score, two recommendation letters, letter of intent and approval of the counseling faculty.

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

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

Community Counseling Specialty Area (48 semester hours)

I. Area of Specialization (36 semester hours)

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

III. Elective (three semester hours)

Under advisement, elective must be approved by program faculty.

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

**M.Ed., School Counseling Emphasis**

Students completing the M.Ed. program in counseling with an emphasis in school counseling will demonstrate ability to effectively work with students, teachers, administrators and other members of the community 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 (48 semester hours)

**I. Foundations (nine semester hours)**

**ED F 778:** Experimental and Nonexperimental Research Methods in Education I, 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 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 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 830:** Elementary School Counseling Practicum, 3 cr. (1 and 6)
Supervised field experience in counseling and other services in an elementary school. **Prerequisite:** ED C 801, 810, 814 or permission of instructor (100 clock hours).

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

**IV. Elective (three semester hours)**

Under advisement, elective must be approved by program faculty.

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

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

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

**IV. Elective (three semester hours)**

Under advisement, elective must be approved by program faculty.

**Testing Requirements:** Passing the departmental written comprehensive examination is a requirement for the degree. The student must have completed a minimum of 33 semester hours in the program and have the adviser’s permission to take the comprehensive examination. In addition, the guidance section of the National Teacher’s Exam (PRAXIS) must be passed and on record in the student’s file before certification verification will be sent to any State Department of Education.
II. Area of Specialization (27 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 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 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.

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

IV. Elective (three semester hours)

Under advisement, elective must be approved by program faculty.

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

M.Ed., Student Affairs Practice in Higher Education Emphasis
Students completing the M.Ed. program in counseling with an emphasis in student affairs practice in higher education will demonstrate (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 760: Program Administration and Leadership in Higher Education, 3 cr. (3 and 0)
Process of organizing the personnel and financial resources needed to meet effectively student development and institutional goals and objectives. Prerequisite: Permission of instructor.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Electives (six semester hours)

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

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

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

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

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

ED C 801: Foundations of Counseling in the Elementary School, 3 cr. (3 and 0)
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 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 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 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 and other services in an elementary school. 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.
## Counseling

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

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

ED C 838: Community Internship I, 6 cr. (1 and 15)
Students apply previous knowledge to professional settings through individual, group, family and ancillary professional counseling services. Students will integrate previous theoretical and 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 846: Community Counseling Internship, 1-6 cr. (1 and 1-6)
Students apply previous knowledge of counseling theory and techniques in a supervised field experience to professional mental health counseling settings. Prerequisites: EDF 701, ED C 805, 810, 813, 814, 815, 836 and permission of instructor.

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.

## Curriculum and Instruction

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

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

### 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.

### Research Requirements: Complete application package to the Graduate School should include proof of a master’s degree, GPR of 3.5 on a 4.0 scale, a GRE composite score of 1450 (a minimum of 500 on the verbal section), relevant professional experiences and an interview. Students whose native language is not English must take the Test of English as a Foreign Language (TOEFL). Preference is given to those applicants who score a minimum of 575.

### 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 28 hours.

#### A. The following nine 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.

#### 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.

#### C. Research and Assessment Methodology: 13 required hours

- ED 889 (AG ED 889) (CTE 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.
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 Nonexperimental Research Methods in Education II, 3 cr. (3 and 0)
Advanced concepts and skills necessary to analyze, conduct and evaluate educational research; nonexperimental, quasi-experimental and experimental design specific to problems in educational research; complementary educational research methods involving qualitative approaches; coding and computer analysis of sample data; summarization and interpretation of data; applications of measurement and evaluation in educational research. Prerequisite: ED F 778, 808 and EX ST 801, or equivalent.

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

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.

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

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.

III. Dissertation: 18 hours

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

Ph.D., Elementary Education Emphasis
Students completing the Ph.D. program in curriculum and instruction with an emphasis in elementary education will demonstrate (1) a research 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 elementary school such as curriculum, instruction and ancillary programs.

Ph.D., Reading Education Emphasis
Students completing the Ph.D. program in curriculum and instruction with an emphasis in reading will demonstrate (1) research 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.

READ 839: The Psychology of Teaching Reading, 3 cr. (3 and 0)
Psychological basis of reading process; principles applied in teaching reading. Prerequisite: READ 735, 736 or permission of instructor.

READ 844: 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, ED 878 and 879.

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

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

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

READ 757: Reading Recovery Teacher Leader Practicum II, 3 cr. (0 and 9)
Second in a two-course sequence designed to prepare Reading Recovery Teacher Leaders to implement a school-based program, supervise teachers and carry out responsibilities related to maintaining a Reading Recovery site. Prerequisite: Admission into the Clemson University Reading Recovery Teacher Leader program. Corequisites: READ 755 and 855.

READ 837: 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 754 and 756.
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.

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.

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 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.

Science Education Goals: Students completing the Ph.D. program in curriculum and instruction with an emphasis in secondary education - English 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; curricular 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.

Special Education Specialty Area (27 hours)

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 quality of their teaching. The program is designed to prepare students for leadership roles in schools and educational settings. 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 quality of their teaching. The program is designed to prepare students for leadership roles in schools and educational settings.

The following six hours are required:

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.

III. Curriculum Development and Teaching Methods (six semester hours)

The following six hours are required:

The following six hours are required:

The following six hours are required:

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 761, 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 740: 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 735, 736 or 739.

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.

READ 740: 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 735, 736 or 739.

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

ED 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 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 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 recommended.

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

ED L 715: School and Community Relationships, 3 cr. (3 and 0)  
Interdependence of school and community; identifying and defining sociocultural 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.

Reading

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>M.Ed.</td>
</tr>
</tbody>
</table>

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 communicate information to a wide variety of audiences. Admission Requirements: Complete application package to the Graduate School should include bachelor’s degree, professional teaching certificate and an undergraduate GPR of 3.0 on a 4.0 scale.

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

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

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

3. 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.

Plan I. Reading Teacher and Reading Consultant

READ 735*: 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 736: 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 737: 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 736.

READ 738: 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 735, 736, 739, 740 or 744.

READ 739: 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 740: 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 735, 736 or 739.

READ 741: Practicum in Reading, 3 cr. (2 and 2)
Supervised practicum emphasizing diagnostic and remedial work with readers in public schools. Prerequisites: READ 740 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 742: 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 743: Using Literature and Technology for Reading Instruction, 3 cr. (3 and 0)
Provides early childhood, elementary and middle school teachers with theory and knowledge needed to utilize technological and library resources and make appropriate literature selections for the teaching of reading. Prerequisite: Admission to the graduate program.

READ 744: 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 736 or equivalent.

READ 745: 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 735 or equivalent.

READ 746: 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 735 or equivalent, READ 745 and admission to graduate school.

READ 747: 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 735 or equivalent, READ 745, 746 and admission to Graduate School.

READ 748: 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 735 or equivalent, READ 740, 745, 746, 747 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. 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.

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

READ 735*: 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 736: 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 738: 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 735, 736, 739, 740 or 744.

READ 739: 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 740: 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 735, 736 or 739.

READ 741: Practicum in Reading, 3 cr. (2 and 2)
Supervised practicum emphasizing diagnostic and remedial work with readers in public schools. Prerequisites: READ 740 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 742: 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 743: Using Literature and Technology for Reading Instruction, 3 cr. (3 and 0)
Provides early childhood, elementary and middle school teachers with theory and knowledge needed to utilize technological and library resources and make appropriate literature selections for the teaching of reading. Prerequisite: Admission to the graduate program.

READ 744: 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 736 or equivalent.

READ 745: 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 735 or equivalent.

READ 746: 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 735 or equivalent, READ 745 and admission to graduate school.

READ 747: 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 735 or equivalent, READ 745, 746 and admission to Graduate School.

READ 748: 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 735 or equivalent, READ 740, 745, 746, 747 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. 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.

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

READ 740: 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 725, 736 or 739.

READ 741: Practicum in Reading, 3 cr. (2 and 2)
Supervised practicum emphasizing diagnostic and remedial work with readers in public schools. Prerequisites: READ 740 and permission of instructor.

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

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

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

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

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 737: Clinical Research in Reading, 3 cr. (3 and 0)
Reading research and literature: original investigations in such problems as development of reading skills and attitudes, clinical procedures and techniques required. Prerequisite: READ 736.

READ 740: 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 735 or equivalent.

READ 741: Practicum in Reading, 3 cr. (2 and 2)
Supervised practicum emphasizing di-

*If this course was completed at the undergraduate level, a substitution may be made with permission of the adviser.
ED L 730: Techniques of Supervision—
the Public Schools, 3 cr. (3 and 0)
Improving, coordinating and evaluating instruction; modern trends of supervisory practices. Prerequisite: 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. Prerequisite: 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,

ED L 730: Techniques of Supervision—
courses:
ED L 735: Educational Evaluation, 3 cr.
ED F 808: Educational Tests and
Theory and practice 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,

ED L 730: Techniques of Supervision—
courses:
ED L 735: Educational Evaluation, 3 cr.
ED F 808: Educational Tests and
Theory and practice 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,

ED L 730: Techniques of Supervision—
courses:
ED L 735: Educational Evaluation, 3 cr.
ED F 808: Educational Tests and
Theory and practice 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,
ing of reading. **Prerequisite:** Admission to the graduate program.

**READ 744:** 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 736 or equivalent.

**READ 745:** 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 735 or equivalent.

**READ 746:** 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 735 or equivalent, READ 745 and admission to Graduate School.

**READ 747:** 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 735 or equivalent, READ 745, 746 and admission to Graduate School.

**READ 748:** 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 735 or equivalent, READ 740, 745, 746, 747 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 737:** 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 736.

**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 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 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**

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Education</td>
<td>M.Ed.</td>
</tr>
</tbody>
</table>

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

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

The student is advised to observe deadlines for filing the 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 sending these forms to the Graduate School for final approval. The GS2 is to be completed about halfway through the course work of study and by no later than a full semester prior to graduation. The GS4 must be submitted by 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:** Complete application package to the Graduate School should include undergraduate degree and certification in a secondary teaching field as required by the State Department of Education, a minimum undergraduate GPR of 3.0 on a 4.0 scale and approval for admission into the program as granted by the Graduate School, the School of Education and the Secondary Education faculty.

**Degree Requirements:** This degree requires a minimum of 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 in graduate courses in professional education, or substitute courses approved by the major adviser in the School of Education. Three to six of these hours may apply toward a thesis; a minimum of 18 hours of graduate courses in content areas or substitute courses, approved by the major adviser and a representative from the content
department. The student is to select one of four content areas (English language, mathematics, natural sciences 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 six hours of approved graduate work that may be transferred from another institution.

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

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

ED F 765: Secondary School Curriculum, 3 cr. (3 and 0)
Principles, techniques and trends in secondary school curriculum development and evaluation. Prerequisite: Graduate status.

ED F 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 739*: 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 advisor. Some appropriate courses are:

ED F 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 F 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 F 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. A specific topic is determined 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 F 837: Teacher as Learner During the Student Teaching Experience, 3 cr. (2 and 3)
Integrates service learning activities into the classroom experience. Students develop a plan to integrate service learning activities into their classroom experience for the fall and spring semesters. Prerequisites: ED F 700 and ED F 738.

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

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

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

READ 746: 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 735 or equivalent, READ 745 and admission to Graduate School.

*If this course was completed at the undergraduate level, a substitution may be made with permission of advisor.
The Master of Education degree in special education is designed to ensure that students are knowledgeable in the field of special education. The degree program 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 critically evaluate special education literature, recognize and evaluate current issues and problems in special education, and identify potential solutions for these problems.

Students follow the approved program of study for the degree. All exceptions to the program of study must be approved by the student's advisory committee. All graduate students must satisfy requirements of the Graduate School, complete the approved 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.

If students have not completed the following courses at an undergraduate level, they will be required by South Carolina Teacher Certification to complete them for certification: ED SP 402: The Exceptional Child and ED 459/460: Teaching Reading in the Early/Intermediate Grades.

Students must declare degree-seeking status in the Graduate School prior to the completion of 12 semester hours toward an M.Ed. In addition to the required course work, certification sequence and electives, all candidates for an M.Ed. in special education are required to pass a comprehensive examination. Comprehensive examinations are administered following the completion of an approved program of study. Admission Requirements: Complete application package to the Graduate School should include a bachelor's degree, a valid teaching certificate, letters of recommendation, an undergraduate GPR of 3.0 on a 4.0 scale and an acceptable GRE score.

I. Program Core Courses (24 semester hours)

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

Types of educational research and uses; logical bases of 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.

ED SP 821: Educational Assessment of Individuals with Disabilities, 3 cr. (3 and 0)

Introduction to the assessment process in special education by addressing procedural safeguards; data collection via informal and standardized procedures; issues in assessment; psychometric properties of standardized tests; and administration, scoring and interpretation of selected instruments. Prerequisites: ED SP 402/602 or permission of instructor.

ED SP 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.

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 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.

ED SP 854: Applied Behavior Analysis, 3 cr. (3 and 0)

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

READ 740: 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 736, READ 735 or 789.

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, ED SP 402 and PSYCH 201; or permission of instructor.

ED SP 678: Practicum in Emotional Disorders, 3 cr. (2 and 3)

Practical experience in teaching students with emotional disorders under the supervision of college faculty and local teachers. Prerequisites: ED SP 402, 469, 474, admission to the professional program; or permission of instructor.
B. Learning Disabilities Certification

1. The following nine hours are required:

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

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

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

C. Mental Retardation Certification

1. The following nine hours 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)
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)
Interpretation of Wechsler scales with supervised practice in their administration. Prerequisites: ED 701, 702, 809, ED F 808 and permission of instructor.

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

ED F 615 (PRTM 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.
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 creating 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; participant 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; development of 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 advisor and satisfactory completion of 12 hours of graduate HRD courses and CTE 889.

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

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 advisor 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; prior approval is desirable. 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 needs. Content will be planned cooperatively by the University and the school system or agency requesting the course. May be repeated for a maximum of 18 credits, but only if different topics are covered. Prerequisite: Permission of instructor.

THRD 680 (ED F 680) (AG ED 680):
Educational Applications of Microcomputers, 3 cr. (2 and 2)
Fundamentals of computer applications for teachers; competencies in general computer applications such as word processing and database management; educational uses of the Internet and computer-assisted instruction; 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 socioeconomic environments.

AG ED 821: Theories and Practices of Adult Education, 3 cr. (3 and 0)
Recent research on adult learning; a comparison of the assumptions supporting pedagogy and andragogy; teaching adults through formal classes and community organizations. Prerequisite: PSYCH 201 or ED 302 or equivalent.

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.

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

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

MGT 809 (M B A 809): Organizational Behavior and Human Resources Management, 3 cr. (3 and 0)
Theories and models of behavior; human resources management concepts and processes as they apply to managing individual and work-group behavior in organizations. Organizational behavior topics include leadership, motivation and teamwork. Human resource management topics include human resources strategy, selection, performance evaluation, reward systems and employee development. Prerequisite: Graduate standing.

MGT 815: Personnel Management, 3 cr. (3 and 0)
Personnel management activities including recruitment, selection, training and development, performance appraisal, discipline, grievance handling, wage and salary administration, and employee benefit programs. Prerequisite: Graduate standing.

MGT 818: E-Commerce Web Site Development, 3 cr. (2 and 1)
Enabling information technologies for electronic commerce including databases and web applications; application of these technologies to a project. Prerequisite: Permission of instructor.

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)  
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.

M.C.T.E., Master of Career and Technology Education  
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 competence 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 technical colleges.  
Prerequisites: AG ED 640 or THRD 670 or equivalent.

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

VT ED 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: Students may choose from among the following courses to complete the required number of courses for their chosen program (nine hours for the thesis option, or 18 hours for the non-thesis 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 supervising 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 (HRD845): 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 (HRD860): 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 895*: G C 895): Special Problems I, 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 701: Human Growth and Development, 3 cr. (3 and 0) Theories and research in human development and its impact on the teaching/learning process. Prerequisites: ED 334, 335, 336 or equivalent; classroom teaching experience.

ED 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 788: 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.

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 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 739: 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 major. 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.

THRD 682 (EPD 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.

* Denotes required courses.
**TECHNOLOGY AND HUMAN RESOURCE DEVELOPMENT**

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

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

Special Institute Courses may substitute for certain requirements in the industrial technology education concentration. See your adviser for applications.

**B. Vocational-Technical Education 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 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 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 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; participant evaluation; and instructional scheduling. **Prerequisites:** HRD 830 and 845 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.

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

**VT ED 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.

**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.

**ED C 803**: Student Development

* Denotes required courses.
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.

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 L 810: Introduction to School 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 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. Prerequisite: ED L 700, 715 and 730.

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

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

ED L 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 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 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. Prerequisite: ED L 700, 715 and 730.

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

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

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

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. Prerequisite: ED L 700, 715 and 730.

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

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

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

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. Prerequisite: ED L 700, 715 and 730.

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

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

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

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. Prerequisite: ED L 700, 715 and 730.

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

ED L 830: Business Management in Education, 3 cr. (2 and 3)
Fiscal management of individual schools and districts, including budgeting, purchasing and accounting for funds. Prerequisites: ED L 700, 725 and 745.
A minimum of 12 hours of course work is required outside the education area. It is anticipated that a number of students will desire additional courses to enhance their vocational and/or technical competencies in their professional fields of endeavor.

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

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

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

The application process is self-managed. The appropriate forms for requesting transcripts, recommendations, etc., are included in the application packet. These items are returned to the student in sealed envelopes, and then forwarded by the student to the Graduate School once all the items have been received. Do not open the transcripts or recommendations when they arrive. Send them to the Graduate School, with the other items, unopened, and a narrative letter and résumé directly to Dr. William D. Paige, G-04 D Tillman Hall, Clemson University, Clemson, SC 29634. Do not send them to the Graduate School. Once all of the items have been submitted and forwarded by the Graduate School to the department, the student’s file will be complete and ready for review by the VTED admissions committee. This committee meets twice each year, in November and April, and only completed files are considered.

Degree Requirements: The following minimum academic requirements must be completed by each student: a minimum of 80 semester hours of graduate credit beyond the bachelor’s degree plus a dissertation (98 total hours); a maximum of 48 semester hours of transfer credit is allowed; a minimum of 14 semester hours of graduate credit in statistics and research; an 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 graduate committee; a minimum of 12 semester hours of graduate course work required from departments/areas other than agricultural education, technology and human resource development, graphic communication 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, philosophical theories underlying current objectives; definition of broad parameters of the field.

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. Prerequisites: 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) Course is designed to acquaint students with their roles in the field. Emphasis is placed on professional responsibilities and legal/ethical issues.

II. Research and Statistics

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

EX ST 801: Statistical Methods I, 4 cr. (3 and 3) F, 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. Prerequisites: EX ST 801 or PSYCH 810 (Research).

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 892: 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

SCHOOL OF NURSING

Nursing

Barbara Logan, Director, School of Nursing

Major Degree

Nursing M.S.

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

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

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

Selected program offerings are available to off-campus students at the University Center in Greenville, 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 and demonstrate evidence of current basic client assessment skills. In addition, students must document recent significant clinical practice which is defined as 600 hours during the 12 months prior to acceptance into the program of hands-on, direct nursing care.

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

NURS 804: Knowledge Development in Advanced Nursing, 2 cr. (2 and 0)
Nursing theories and theories relevant to nursing practice 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 or Corequisite: NURS 809.

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

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

NURS 808: Nursing Research Analysis, 2 cr. (2 and 0)
Quantitative research methods in nursing science including basic elements of statistical design with a focus on the use of nursing informatics and computer applications. Prerequisite: Undergraduate statistics course.

NURS 809: Pathophysiology for Advanced Nursing, 2 cr. (2 and 0)
Human response to health alterations as they impact nursing knowledge and practice; 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, 805, 806 and 809.
NURS 828: The Nurse Educator, 3 cr. (2 and 3)
Continuation of NURS 827; major focus on teaching in nursing education programs; course development and selection of learning experiences; current issues and research in classroom and clinical teaching. A teaching practicum is required. Prerequisite: NURS 827. Corequisite: NURS 835, 838, 841 or 861.

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

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

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

NURS 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, or M B A 819.

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 humanistic 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, 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, 805, 806, 807 and 809.

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

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

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

NURS 891: Master’s Thesis Research, credit to be arranged
Research activities related to thesis; minimum of six hours required. Prerequisites: NURS 802, 804 and 807.

Parks, Recreation and Tourism Management
Francis A. McGuire, Interim Chair, Department of Parks, Recreation and Tourism Management

<table>
<thead>
<tr>
<th>Major Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parks, Recreation Tourism Management</td>
</tr>
<tr>
<td>Tourism Management</td>
</tr>
</tbody>
</table>

The department offers a professional 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 determined by each student’s doctoral committee.

PRTM 600: Supervision of Recreation Personnel Patterns and Processes, 3 cr. (3 and 0)
Supervisory process in relation to individuals, programs and groups in recreation agencies. Prerequisite: Grade-point 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. Prerequisite: PRTM 330; senior standing in parks, recreation and tourism management; or permission of instructor.

PRTM 641: Commercial Recreation, 3 cr. (3 and 0)
Components of offering leisure services and products to the public by individuals, partnerships and corporations for the purpose of making a profit.

PRTM 643: Resorts in National and International Tourism, 3 cr. (3 and 0)
Case study of a variety of resort types with respect to their development, organization, visitor characteristics and environmental consequences.

PRTM 644: Tour Planning and Operations, 3 cr. (3 and 0)
The psychology of touring with emphasis on packaged and group tours; how tours of different types and scale are planned, organized, marketed and operated. Prerequisite: PRTM 342 or permission of instructor.

PRTM 645: Conference/Convention Planning and Management, 3 cr. (3 and 0)
Problems of and solutions to conference and convention planning and management from both the sponsoring organization and facility manager’s perspectives.

PRTM 646: Community Tourism Development, 3 cr. (3 and 0)
Community-based perspective of the organizational, planning, development and operational needs for a successful tourism economy at the local level. Prerequisite: PRTM 342 or permission of instructor.

PRTM 647: Perspectives on International Travel, 3 cr. (3 and 0)
Using the United States as a destination, international travel patterns and major attractions are presented. Factors that restrain foreign travel to the United States are analyzed.

PRTM 652: Campus Recreation, 3 cr. (3 and 0)
Basic components required for administration of successful college union and intramural-recreation sport programs.

PRTM 672: Historic Site Interpretation, 3 cr. (3 and 0)
Development and implementation of the specialized interpretive programs required at historic sites; overview of the historic movement in the United States and its presentation to the American people. Prerequisite: PRTM 330.

PRTM 701: Foundations of Parks, Recreation and Tourism Management, 2 cr. (2 and 0)
Basic concepts and principles in the parks, recreation and tourism management field. Does not count toward degree requirements for PRTM students. Prerequisite: Graduate standing.

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

PRTM 708: Independent Study, 1-3 cr. (1-3 and 0)
Topics in recreation, leisure and tourism 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 for 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) (Odd numbered years)
Practical application of computer mapping, spatial analysis and natural resource inventory using remote sensing and geographical information systems. Prerequisite: Permission of instructor.

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

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

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

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

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

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

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

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

PRTM 911: Professional Issues in PRTM, 1 cr. (1 and 0)
Multidisciplinary perspectives to examine concepts and methods related to professional development of parks, recreation and tourism management graduate students. Prerequisite: Admission to PRTM graduate program or permission of instructor.

PRTM 911: Doctoral Dissertation Research, credit to be arranged

---

Public Health Sciences*

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Admin</td>
<td>M.H.A.*</td>
</tr>
</tbody>
</table>

Gerald Costello, Chair, Department of Public Health Sciences

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

These are the core courses in the MHA program.

MHA 704: Health Policy, 3 cr. (3 and 0)
Conceptual and analytical understanding of health policymaking and politics; political and policymaking institutions and processes that affect the structure and functioning of the U.S. health care system.

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 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;

---

*A admission suspended for 2001-02.
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.

MBA 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.

MBA 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: MBA 803 and a demonstrated proficiency in basic management.

MBA 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.

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

MBA 810: Managerial Policy, 3 cr. (3 and 0)
Decisions involved in the establishment of managerial policy. Problems, resources and alternative courses of action are analyzed and discussed relative to the selection of company objectives and the most feasible means for achieving company goals. Integrates material and treats the coordination of the affairs of the firm as a whole. Case studies are emphasized. This course should be completed as the final course in the program.

MGT 815: Personnel Management, 3 cr. (3 and 0)
Personnel management activities including recruitment, selection, training and development, performance appraisal, discipline, grievance handling, wage and salary administration, and employee benefit programs. Prerequisite: Graduate standing.

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.

HLDH 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. Prerequisite: Minimum grade-point ratio of 2.5 and permission of instructor.

HRD 630: 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.

MBA 828: Services Marketing, 3 cr. (3 and 0)
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: MBA 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.

HLDH 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. Prerequisite: Permission of instructor, junior standing.

HLDH 601: Health Care Consumerism, 3 cr. (3 and 0)
Exploration of consumer decisions regarding health products and services with emphasis on strategies for decision making. Health majors and minors will be given enrollment priority. Prerequisite: A two-semester sequence in science or permission of instructor.
HLTH 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 610: Concepts of Child Health, 3 cr. (3 and 0)
Analysis and evaluation of health problems commonly occurring in children; concepts of positive health behavior. Health majors and minors will be given enrollment priority. Prerequisite: HLTH 410.

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. Enrollment priority will be provided to students enrolled in the early intervention specialist minor. 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. Prerequisite: 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; a two-semester sequence in science; or permission of instructor.

HLTH 631: Public and Environmental Health, 3 cr. (3 and 0)
Principles of environmental health with an emphasis on understanding various health concerns created by the interactions of people with their environment; evaluation of the impact of environmental factors on public health policy decisions. Meets specific area of need in environmental health issues.

HLTH 650: Applied Health Strategies, 3 cr. (3 and 0)
Students plan, implement and evaluate strategies to promote health through individual behavior changes; healthful and unhealthful behaviors including smoking cessation, weight management and stress management. Restricted to health science majors. Prerequisites: HLTH 480.

PUBLIC HEALTH SCIENCES