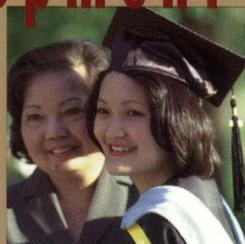


# College of Education and Human Development



## Professional Studies

*degree, licensure, and  
certificate programs  
for career preparation  
and development*

# The college at a glance

**FOUNDED:** 1905 as the Department of Pedagogy

**ENROLLMENT:** 2,526 full-year equivalent students

**FACULTY:** 127 tenured and tenure-track

**ACADEMIC PROGRAMS OFFERED:** Bachelor of science, certificate, licensure, endorsement, master of education, master of arts, doctor of education, doctor of philosophy.

**DEGREES GRANTED:** 1,228 degrees granted fall 1999–spring 2000 (341 B.S.; 601 M.Ed.; 286 master's and advanced graduate degrees). Also, 363 students completed postbaccalaureate teacher licensure.

**NATIONAL ACADEMIC RANK:** *U.S. News and World Report* ranked the college 20th among all professional schools of education (March 2001), 13th among all public professional schools. Nationally ranked programs include: developmental psychology (1); counseling and student personnel psychology (2); vocational/technical education (3); educational psychology (6); special education (8); elementary education (11); higher education (11); secondary education (11); administration/supervision (12); education policy (14); curriculum and instruction (18).

**ENDOWED PROFESSORSHIPS AND CHAIRS:** The college has 10 endowed chairs and professorships, totaling more than \$5.5 million. They include: Robert H. Beck Chair of Ideas in Education; Emma Birkmaier Professorship in Educational Leadership; Guy Bond Chair in Reading; Lowell W. Hellervik/Personnel Decisions International Professorship in Adult Career Development; Irving B. Harris Professorship in Child Development; William Harris Professorship in Child Development; Henry L. Taylor Professorship in Exercise Science and Health Enhancement; Dorothy McNeill & Elbridge Ashcraft Tucker Chair for Women in Exercise Science and Sport; Rodney Wallace Professorship for the Advancement of Teaching and Learning; American Guidance Service, Inc./John P. Yackel Professorship in Educational Assessment and Measurement.

**DIVERSITY:** Key initiatives include the Common Ground Consortium, a collaborative effort between the college and 10 Historically Black Colleges and Universities; the Multicultural Teacher Development Project, which recruits and helps to retain students of color for teacher development programs; Multicultural Educator Program, a collaboration with public school districts in the Twin Cities metropolitan area; and Homegrown Teacher Partnership Project, initially funded by a grant from the U.S. Department of Education to recruit and prepare students of color as teachers.

**INTERNATIONAL PROGRAMS:** The college boasts an international education program providing:

- ongoing monthly seminar discussions
- scholarly travel opportunities
- international concentrations for graduate students in several programs
- a program leading to a graduate minor in international education
- international visiting scholars and hundreds of international students
- linkages with universities in Hong Kong, Kyrgyzstan, Japan, and other countries

## 2001–2002 Academic Calendar

Fall semester 2001 (Sept. 4–Dec. 22)

Spring semester 2002 (Jan. 22–May 18)

May session 2002 (May 28–June 14)

Summer session 2002 (June 17–Aug. 23)

# Interested in making your professional life more meaningful?

Chances are that if you're looking through this catalog, you might be thinking, "What could be next for me?"

Maybe you've been in your job for several years and are ready for new responsibilities. Perhaps you're looking for ways to increase your income or improve your professional marketability. Or is it time to pursue that other career you've always dreamed about? Whatever your goal, we hope you decide to pursue it at the College of Education and Human Development, a place that values your experience and offers high-quality academic programs that have been designed to meet your unique needs.

Many of our professional studies programs, for example, use an interactive cohort format, which allows you to build a valuable network of friendships and professional relationships with others in your field. We also pride ourselves in listening to current students and practitioners and using that input to develop and refine our courses.

Professional studies in the college offer the University's extensive resources to adults interested in working, learning, and excelling in today's rapidly changing and increasingly complex society. No one else gives you access to as many top-ranked academic programs, as many world-renowned scholars, and as much leading-edge information as the University. And you will not find a stronger combination of academic excellence, relevance, and convenience in any institution in the state.

Would you like to enrich your leadership skills? Create a more collaborative work environment at your organization? How about teaching or working with youth in sports or recreation settings?

Choose from 33 fields of study to create a program that fits your unique interests and needs. Our classes are taught by the leading thinkers in education and human development and are designed to be relevant to the work world, yet academically rigorous. Collaborate with other professionals to generate new ideas and approaches and explore ways to apply these strategies in your work. Be part of a learning community that is dynamic, meaningful, and professionally satisfying.

Confused about choosing the program that's right for you? Turn to page 16 where we explain the differences between an M.Ed. and M.A., between licensure programs and professional studies, and where we describe the process for adding an endorsement to broaden your teaching career options, among other things.

Be sure to review the wide variety of opportunities in our certificate programs—we've added several new certificates this year. Our stand-alone K-12 school counseling licensure program also is new this year.

For additional catalogs call 612-626-8782.

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# Fields of study

The college offers several professional degree, licensure, certificate, and endorsement programs in a wide range of education and human development fields. Review our fields of study (listed alphabetically on pages 3–15) to find the program that best fits your professional interests and needs. This catalog contains information on professional studies at the College of Education and Human Development. For information on undergraduate degree programs at the University of Minnesota, call 612-625-2008. For information on Graduate School programs (M.A., Ph.D., and Ed.D.), call 612-625-3014. These University of Minnesota catalogs are available online at [www.umn.edu/commpubl](http://www.umn.edu/commpubl).

## Adult education

Adult education attracts people who believe in the value of lifelong learning. The college's programs in this field prepare educators to work in community schools, county or state programs, recreational settings—anywhere adults come to seek further knowledge and life enrichment opportunities.

Adult educators help students learn to apply skills they already have in new ways. They teach every subject imaginable—reading, English as a second language, computer use, foreign languages, international studies, writing, or art. It's a vibrant field, fueled by expanding demand and interests, with a broad range of career possibilities in both the public and private sectors.

### Licensure in adult basic continuing education (ABCE)

A teaching license in adult literacy for those who do not hold an elementary or secondary teaching license. Coursework in this program may be applicable to graduate degrees in adult education.

#### Core requirements:

- AdEd 5001—Survey: HRD and Adult Education (3 cr)
- AdEd 5101—Strategies for Teaching Adults (3 cr)
- AdEd 5102—Perspectives of Adult Learning and Development (3 cr)
- AdEd 5103—Designing the Adult Education Program (3 cr)

#### Literacy courses

- AdEd 5201—Introduction to Adult Literacy (3 cr)
- AdEd 5202—Assessment of Adult Literacy (3 cr)
- AdEd 5203—Methods of Teaching Adult Literacy (3 cr)

#### Additional requirements and field experience

- EPsy 5434—Counseling Adults in Transition (3 cr) (substitution with approval from adviser)
- AdEd 5196—Field Experience in Adult Literacy (3 cr minimum)

This catalog lists only minimum course requirements; additional coursework may be required to complete a licensure or degree program. Required courses not found in the course descriptions on pages 25–44 can be found on the Web at [onestop.umn.edu/](http://onestop.umn.edu/).

### M.Ed./professional studies program in adult education

34 credits, which include the following courses, are required.

- AdEd/HRD 5001W—Survey: Human Resource Development and Adult Education (3 cr)
- AdEd 5101—Strategies for Teaching Adults (3 cr)
- AdEd 5102—Perspectives of Adult Learning and Development (3 cr)
- AdEd 5103—Designing the Adult Education Program (3 cr)
- AdEd 5196—Field Experience in Adult Education (3 credits are required and no more than 6 credits count toward the program)
- AdEd 5000-level elective (3 cr minimum)
- HRD 5301—Organization Development (3 cr)
- WCFE 5901—Using Research in Work, Community, and Family Education (3 cr)

### Certificate in adult education

Students must complete at least 14 credits.

- AdEd/HRD 5001W—Survey: Human Resource Development and Adult Education (3 cr)
- AdEd 5101—Strategies for Teaching Adults (3 cr)
- AdEd 5102—Perspectives of Adult Learning and Development (3 cr)
- AdEd 5196—Field Experience in Adult Education (3 cr)
- AdEd 5000-level elective (minimum 2 cr) or HRD 5302—Managing Work Teams in Business and Industry (3 cr)

### Licensure endorsement in adult basic education available

## Agricultural education

The demand for teachers in agricultural education is at an historic high. High school students are fueling the demand because of their strong interest in agriculture-related business, science, and research and development careers. They need knowledgeable educators who can provide guidance in this expanding field of study. And because teachers in agricultural education can offer context for subjects such as biology, math, and chemistry, they can provide cross-disciplinary skills much in demand by school administrators.

In addition to school-based educators, this field of study also prepares those who are interested in working in settings such as county extension programs or agriculturally-based businesses.

### M.Ed./initial licensure program in agricultural education

Minnesota state licensure in agricultural education (grades 5–8 or 7–12)

#### Foundation courses

- EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)
- EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)
- EdHD 5005—School and Society (2 cr)
- EdHD 5007—Technology for Teaching and Learning (1.5 cr)
- EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)
- EdPA 5341—The American Middle School (3 cr)
- PubH 3003/5003—Fundamentals of Alcohol and Drug Abuse (2.0/1.5 cr) \*

#### Major courses

- AFEE 5111W—Agricultural Education: Methods of Teaching (4 cr)
- AFEE 5112—Agricultural Education Program Organization and Curriculum for Youth (4 cr)
- AFEE 5113—Adult Agricultural Education Program Development and Technology (3 cr)
- AFEE 5114—Agricultural Education Teaching Seminar (1 cr)
- WCFE 5696—Teaching Internship: Introduction (1 cr) (pre-fall)
- WCFE 5697—Teaching Internship: School and Classroom Settings (2 cr) (fall)
- WCFE 5698—Teaching Internship (6 cr) (spring)

#### Completion of the M.Ed.

- AFEE 5220—Special Topics in Agriculture Education and Extension (3 cr)
- AFEE 5280—Current Issues for the Beginning Agricultural Education Teacher (2 cr)
- AFEE 5995—Integrating Paper—Master of Education: Agricultural and Extension Education (2 cr)

\* does not count toward M.Ed.

### M.Ed./professional studies program in agricultural education

Two academic plans are available in this program. Plan I fulfills requirements for those with an undergraduate degree and initial licensure in agricultural education. Plan II fulfills requirements for other professionals.

#### Plan I—Requirements for licensed teachers

- AFEE 5290—Seminar: Current Issues in Agricultural Education and Extension
- or AFEE 5280—Current Issues for the Beginning Agricultural Education Teacher
- or equivalent, chosen in consultation with an adviser
- AFEE 5995—Integrating Paper—Master of Education: Agricultural and Extension Education
- WCFE 5901—Using Research in Work, Community, and Family Education

Minimum of 6 credits in AFEE courses, with at least 2 credits from each of the following three areas: curriculum; methods and

program planning, organization, management  
16 credits in agricultural, food, and environmental education or related fields of study (A maximum of 12 credits of AFEE 5220—Special Topics in Agriculture Education and Extension may be applied to this requirement.)

4 credits outside of AFEE

**Plan II—Requirements for other professionals**

AFEE 5290—Seminar: Current Issues in Agricultural Education and Extension  
or AFEE 5331—History, Philosophy, and Systems of Extension

or equivalent, chosen in consultation with an adviser

AFEE 5995—Integrating Paper—Master of Education: Agricultural and Extension Education

WCFE 5901—Using Research in Work, Community, and Family Education

Minimum of 10 credits selected from the following two areas: methods and program planning, organization, management

12 credits in agricultural, food, and environmental education or related fields of study (A maximum of 8 credits of AFEE 5220—Special Topics in Agriculture Education and Extension may be applied to this requirement.)

4 credits outside of AFEE

## Art education

Art as a field of study within the college offers numerous opportunities. Many students choose to become art educators in school settings. Art's flexible curriculum also can provide interested students with a solid basis for bringing the aesthetic experience to any profession. Art education has attracted students with established careers in such fields as educational administration, media, and business.

Professional studies in art also may lead to careers in other fields including art therapy and museum education and management. Students interested in pursuing those possibilities may build collaborative programs within the University that combine studies in psychology, sociology, or history with art education.

### M.Ed./initial licensure program in art education

Minnesota state licensure in visual arts education (grades K–12)

#### Foundation courses

EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)

EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)

EdHD 5005—School and Society (2 cr)

EdHD 5007—Technology for Teaching and Learning (1.5 cr)

EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)

PubH 3003/5003—Fundamentals of Alcohol and Drug Abuse (2/1.5 cr) \*

### Major courses

CI 5008—Theory and Practice of Teaching Art in Elementary Schools (2 cr)

CI 5049—Art Media Techniques (2 cr)

CI 5065—Improving Art Programs in the Schools (3 cr)

CI 5069—Curriculum Innovations in Art Education (3 cr)

CI 5078—Application of Aesthetic Theory in Education (2 cr)

CI 5096—Art Education: Practicum (2 cr)

CI 5097—Student Teaching in Art Education (8 cr) \*

### Completion of the M.Ed.

Students complete 6 elective credits, chosen with an adviser's approval, after licensure.

\* does not count toward M.Ed.

### M.Ed./professional studies program in curriculum and instruction: art education Core requirements

CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)

CI 5177—Practical Research (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*

CI 5186—School-Related Projects (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*

CI 5000-level course in uses of technology (3 cr)

### Art education requirements (12 cr)

CI 5078—Application of Aesthetic Theory in Education (2 cr)

Students select the remaining 10 credits in consultation with adviser

CI 5049—Art Media Techniques (1-4 cr)

CI 5050—Issues in Art Education (1-4 cr)

CI 5069—Curriculum Innovations in Art Education (3 cr)

CI 5075—The Social and Historical Foundations of Art Education (1-3 cr)

### Electives (6 cr)

Selected in consultation with an adviser

## Business and marketing education

As part of a program ranked third in the nation (*U.S. News and World Report*), this field of study gives you the opportunity to work with internationally experienced faculty and many fellow students who are practicing educators. Completing a program in business education will allow you to teach in high schools or technical colleges, to work as an educator in business settings, or to use your expertise in jobs such as technical support and administration. If you're interested in office systems, accounting, marketing, entrepreneurship, and international business, this area of study offers exciting possibilities.

### M.Ed./initial licensure program in business education

Minnesota state licensure in business education (grades 5–8 or 7–12)

#### Foundation courses

EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)

EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)

EdHD 5005—School and Society (2 cr)

EdHD 5007—Technology for Teaching and Learning (1.5 cr)

EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)

PubH 3003/5003—Fundamentals of Alcohol and Drug Abuse (2/1.5 cr) \*

### Major courses

BIE 5401—Introduction to Business and Marketing Education (3 cr)

BIE 5452—Methods of Teaching Business Concepts (3 cr)

BIE 5457—Methods of Teaching for Business Employment (3 cr)

BIE 5463—Methods in Teaching Keyboarding and Word Processing (2 cr)

BIE 5475—Curriculum Development for Business and Marketing Education (2 cr)

WCFE 5696—Teaching Internship: Introduction (1 cr) (pre-fall)

WCFE 5697—Teaching Internship: School and Classroom Settings (2 cr) (fall)

WCFE 5698—Teaching Internship (6 cr) (spring)

WCFE 5699—Teaching Internship: Extended Practice (1 cr)

### Completion of the M.Ed.

BIE 5605—Critical Issues in Business and Industry (3 cr)

WCFE 5901—Using Research in Work, Family, and Community Education (3 cr)

\* does not count toward M.Ed.

### M.Ed./professional studies program in business and industry education

#### Core requirements

BIE 5325—Foundations of Industrial Education (3 cr)

or BIE 5401—Introduction to Business and Marketing Education (3 cr)

BIE 5605—Critical Issues in Business and Industry (3 cr) (6 credits of other BIE courses must be taken if these requirements have already been completed)

#### Business and industry education requirements

WCFE 5901—Using Research in Work, Community, and Family Education (3 cr) or equivalent

BIE 5596—Occupational Experience in Business and Industry (6 cr)

or BIE 5796—Field-Based Projects in Business and Industry (6 cr)

or BIE 5597—Internship: Business and Industry Education (6 cr) selected with adviser approval

#### Specialization courses

Minimum of 10 credits in 5000-level courses consistent with the student's focus area to be chosen in consultation with an adviser

#### Electives

Selected in consultation with an adviser

*Licensure endorsement in business education available*

## Coaching

Do you enjoy working with youth? Do you have a strong interest in one or more sports? A coaching certificate can be an attractive enhancement to your resumé, adding to your marketability and income as a teacher in the K–12 system. This program prepares you to coach at the interscholastic and youth levels and allows you to study with some of the premier educators in physical education and sport in the state.

### Certificate in coaching

Students must complete at least 13 credits or equivalent. This undergraduate certificate is open to undergraduate and graduate students. For more information, contact the college's office of Student and Professional Services (SPS) at 612-625-6501.

The coaching certificate requires the following:

- Kin 3114—Prevention and Care of Athletic Injuries (3 cr)
- Kin 3113—First Responder for Coaches and Athletic Trainers (3 cr) or current American Red Cross First Aid and CPR certification
- Kin 3143—Organization and Management of Sport (3 cr) or Kin 5725—Organization and Management of Physical Education and Sport (3 cr)
- Kin 5697—Student Teaching: Coaching (1-10 cr; may be taken additional times with instructor consent for a maximum of 10 credits overall)

#### One course from:

- SpSt 3621—Applied Sport Psychology (2 cr)
- or Kin 5136—Psychology of Coaching (3 cr)
- or Kin 3126—Psychology and Sociology of Sport (3 cr)
- or Kin 5126—Sport Psychology (3 cr)
- or Kin 3385—Human Physiology for Kinesiology Students (3 cr)
- or SpSt 3641—Training and Conditioning for Sport (2 cr)
- or Kin 5375—Competitive Sport for Children and Youth (3 cr)
- or Kin 5801—Legal Aspects of Sports and Recreation (4 cr)

#### One coaching course from:

- Kin 3168—Soccer Coaching (1 cr)
- or Kin 3169—Volleyball Coaching (1 cr)
- or Kin 3171—Baseball Coaching (1 cr)
- or Kin 3172—Basketball Coaching (1 cr)
- or Kin 3173—Football Coaching (1 cr)
- or Kin 3174—Golf Coaching (1 cr)
- or Kin 3175—Gymnastics Coaching (1)
- or Kin 3176—Ice Hockey Coaching (1 cr)
- or Kin 3177—Swimming and Diving Coaching (1 cr)
- or Kin 3178—Tennis Coaching (1 cr)
- or Kin 3179—Track and Field Coaching (1 cr)
- or Kin 3181—Wrestling Coaching (1 cr)
- or Kin 5720—Special Topics in Kinesiology (1-8 cr; must be a coaching topic)
- or Kin 5740—Topics: Coaching of Individual, Dual, or Team Sports (1-9 cr)

## Disability policy and services

This field of study is designed for both graduate and undergraduate students as well as practicing professionals who are interested in policies and services related to people with disabilities. The certificate program offers a broad understanding of the disability services system from an interdisciplinary perspective, exploring contemporary theories and practices of serving people with disabilities in the community. Classes address the needs of people with all types of disabilities but emphasize developmental disabilities. The certificate was developed and is

offered through a collaborative effort of the college's Department of Educational Policy and Administration and Institute on Community Integration (ICI).

### Certificate in disability policy and services

The certificate in disability policy and services is a 12-credit program.

EdPA 5356—Contemporary Services for Persons with Disabilities (3 cr)

#### Specialized coursework (6 cr)

Students choose from courses offered across the University focusing on disability policy, disabilities services, and/or interdisciplinary teaming such as communication disorders, family social science, kinesiology, nursing, public affairs, or social work.

#### Individualized Learning Experience and Interdisciplinary Reflection Groups (3 cr)

With the ICI training director, students design an individualized learning experience (ILE) in which they interact directly with persons who have disabilities. Students with considerable direct experience may alternatively design a project focusing on disability-related research, policy advocacy, governmental services, or other agency activities. Students also participate in at least six interdisciplinary reflection groups.

## Early childhood education

If you are interested in working with very young children, you will find no more exciting place to pursue your career development. Work with faculty from three nationally ranked programs—child development, educational psychology, and curriculum and instruction (ranked, respectively, first, sixth, and eighteenth in the nation by *U.S. News and World Report*)—and gain hands-on experience at the college's lab nursery school, an internationally recognized model. You also will have immediate access to such unique University resources as the Consortium for Children, Youth, and Families and the Center for Early Education and Development. The program offers an integrated approach to early childhood development and early childhood special education, providing you with professional preparation that significantly increases your marketability.

### M.Ed./initial licensure program in early childhood education and early childhood special education

Minnesota state licensure in early childhood and early childhood special education (birth–grade 3)

#### Foundation courses

- EdHD 5007—Technology for Teaching and Learning (1.5 cr)
- EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)
- PubH 3003/5003—Fundamentals of Alcohol and Drug Abuse (2.0/1.5 cr) \*
- CPSy 4336—Development and Interpersonal Relations
- CPSy 4343—Cognitive Development (4 cr)
- CPSy 4993—Directed Instruction in Child Psychology (1 cr)
- EPsy 5849—Observations and Assessment of the Preschool Child (4 cr)

#### Major courses

- CI 5183—Applying Instructional Methods in the Elementary Classroom (1 cr)
  - CI 5251—Social and Philosophical Foundations of Early Childhood Education (3 cr)
  - CI 5252—Facilitating Social and Physical Learning in Early Childhood Education (3 cr)
  - CI 5253—Facilitating Cognitive and Creative Learning in Early Childhood Education (3 cr)
  - CI 5424—Reading, Language Arts, and Literature: Primary (3 cr)
  - CI 5501—Teaching Science and Health in the Elementary School (2 cr)
  - CI 5701—Teaching Social Studies in the Elementary School (2 cr)
  - CI 5821—Teaching Mathematics in the Elementary School (2 cr)
  - EPsy 5609—Family-Centered Services (2 cr)
  - EPsy 5616—Behavior Analysis and Classroom Management (3 cr)
  - EPsy 5625—Education of Infants, Toddlers, and Preschool Children with Disabilities: Introduction (2 cr)
  - EPsy 5681—Education of Infants, Toddlers, and Preschool Children with Disabilities: Methods and Materials (3 cr)
- #### Student teaching experiences
- CI 5181—Clinical Experience in Elementary School Teaching (4 cr)
  - CI 5281—Student Teaching in Early Childhood Education (4 cr)
  - EPsy 5753—Student Teaching: Early Childhood Special Education (4 cr)

\* does not count toward M.Ed.

### M.Ed./professional studies program in curriculum and instruction: early childhood education

Must have an early childhood license.

#### Core requirements

- CPSy 4993—Directed Instruction in Child Psychology (3 cr)
- CPSy 4334W—Children, Youth in Society (4 cr)
- CI 5131—Introduction to Curriculum Studies (3 cr)
- CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
- CI 5187—Practicum: Improvement of Teaching in Elementary or Prekindergarten Schools (3 cr)
- CI 5251—Social and Philosophical Foundations of Early Childhood Education (3 cr)
- EPsy 5849—Observation and Assessment of Preschool Children (4 cr)

Electives in CPSy (4 cr)

Electives in either CPSy or CI (3 cr)

Adviser approved special emphasis: e.g., administration, parenting, curriculum development, etc. (7 cr)

*Licensure endorsement in early childhood education available*

## Elementary education

Teaching at the elementary school level requires the ability to integrate content knowledge with effective teaching techniques and knowledge of child development. To do it well is extremely demanding and, according to many graduates of this program, extremely rewarding. The college provides one of the premier programs in the state in this field of study because its faculty includes internationally known instructors and researchers in literacy, child development, and teacher leadership. Our faculty believe that elementary education is the foundation of all other educational and developmental disciplines. The program is structured to emphasize such areas as educational history and philosophy as well as to allow for extensive hands-on practice.

### M.Ed./initial licensure program in elementary education

Minnesota state licensure in elementary education (grades K–6) plus specialty area in preprimary education (age 3–grade 3) or one of four middle school areas (grades 5–8): communication arts and literature, mathematics, social studies, or science

#### Foundation courses

- EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)
- EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)
- EdHD 5005—School and Society (2 cr)
- EdHD 5007—Technology for Teaching and Learning (1.5 cr)
- EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)
- PubH 3003/5003—Fundamentals of Alcohol and Drug Abuse (2/1.5 cr) \*

#### Major courses

- CI 5008—Theory and Practice of Teaching Art in Elementary Schools (2 cr)
- CI 5111—Introduction to Elementary School Teaching (3 cr)
- CI 5181—Clinical Experience in Elementary School Teaching (8 cr)
- CI 5183—Applying Instructional Methods in the Elementary Classroom (4-6 cr)
- CI 5251—Social and Philosophical Foundations of Early Childhood Education (2 cr)
- CI 5424—Reading, Language Arts, and Literature: Primary (3 cr)
- CI 5482—Reading, Language Arts, and Literature: Intermediate (3 cr)
- CI 5501—Teaching Science and Health in the Elementary School (2 cr)
- CI 5701—Teaching Social Studies in the Elementary School (2 cr)
- CI 5821—Teaching Mathematics in the Elementary School (2 cr)
- Kin 3327—Teaching Physical Education in the Elementary School (2 cr) \*
- MuEd 5011—Music in the Elementary Classroom Curriculum (2 cr)

### Middle school requirement

- CI 5150—Curriculum Topics: The Nature of Knowledge and its Integration in Middle School Programs (2 cr)

### Completion of the M.Ed.

- CI 5187—Practicum: Improvement of Teaching in Elementary or PreKindergarten Schools (2 cr)

One 2-credit elective in education, selected with adviser

\* does not count toward M.Ed.

### M.Ed./professional studies program in curriculum and instruction: elementary education

#### Core requirements

- CI 5131—Introduction to Curriculum Studies (3 cr)
- CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
- CI 5187—Practicum: Improvement of Teaching in Elementary or PreKindergarten Schools (3 cr)
- CI 5415—Literacy Development in the Primary Grades (3 cr) or CI 5416—Literacy Development in the Intermediate Grades (3 cr)
- CI 5504—Elementary School Science: Materials and Resources (3 cr)
- CI 5731—Social Studies for the In-Service Elementary/Middle School Teacher (3 cr)
- MthE 5101—Teaching Elementary School Mathematics (3 cr)

#### Electives (9 cr)

Electives are selected in consultation with an adviser. Strongly recommended are courses in literacy, classroom management, teaching children with diverse ethnic backgrounds, educational technologies, teaching children with learning difficulties, and teaching children with diverse linguistic backgrounds.

## English education

You can prepare for a variety of professions within the field of English education. While most students pursue a career in secondary settings or high school teaching, others in the program have gone on to teach composition at the community college level or to serve as school curriculum coordinators. Some have structured their studies to include specialty concentrations in theater, film and media studies, evaluative studies, remedial reading, literature for adolescents, and journalism.

### M.Ed./initial licensure program in English education

Minnesota state licensure in communication arts and literature (grades 5–8 or 7–12)

#### Foundation courses

- EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)
- EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)
- EdHD 5005—School and Society (2 cr)
- EdHD 5007—Technology for Teaching and Learning (1.5 cr)
- EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)
- PubH 3003/5003—Fundamentals of Alcohol and Drug Abuse (2/1.5 cr) \*

### Major courses

- CI 5441—Teaching Literature in the Secondary School (2 cr)
- CI 5451—Teaching Reading in Content Areas (3 cr)
- CI 5461—Teaching Composition in the Secondary School and College (3 cr)
- CI 5481—Developments in Teaching English and Speech (2 cr)
- CI 5496—Directed Experiences in Teaching English (8 cr) \*

### Completion of the M.Ed.

- CI 5177—Practical Research (3 cr)
- CI 5186—School-Related Projects (3 cr)

#### Two of the following courses:

- CI 5147—Language, Culture, and Education (3 cr)
- CI 5442—Literature for Adolescents (3 cr)
- CI 5462—Evaluating and Assessing Writing (3 cr)
- CI 5472—Teaching Film, Television, and Media Studies (3 cr)

\* does not count toward M.Ed.

### M.Ed./professional studies program in curriculum and instruction: English education

#### Core requirements

- CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
- CI 5177—Practical Research (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*
- CI 5186—School-Related Projects (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*
- CI 5351—Technology Tools for Educators (3 cr) or alternate course approved by adviser

#### English education requirements

12 credits from the following courses:

- CI 5147—Language, Culture, and Education (3 cr)
- CI 5441—Teaching Literature in the Secondary School (3 cr)
- CI 5442—Literature for Adolescents (3 cr)
- CI 5451—Teaching Reading in Content Areas (3 cr)
- CI 5461—Teaching Composition in the Secondary School and College (3 cr)
- CI 5462—Evaluating and Assessing Writing (3 cr)
- CI 5472—Teaching Film, Television, and Media Studies (3 cr)

#### Electives (6 cr)

Selected in consultation with an adviser

*Licensure endorsement in communication arts and literature available*

## Environmental education

This program will develop leaders in education, natural resources, government, extension services, and non-governmental agencies. Individuals will gain an excellent grounding in the natural and social sciences, education, and principles of leadership. Students in this field come from varied backgrounds including the natural sciences, social sciences, and the humanities. Whatever your current profession, this field of study will allow you to expand your ability to provide relevancy and immediacy to your educational efforts.

### M.Ed./professional studies program in curriculum and instruction: environmental education

#### Core requirements

- CI 5540—Special Topics: Principles of Environmental and Science Education (3 cr)

CI 5747—Global and Environmental Education: Content and Practice (3 cr)

NRES 5202—Environmental Leadership and Ethics (3 cr)

#### Elective courses

Students choose, in consultation with their adviser, from a broad list of courses to achieve balance in the three core areas of the natural and social sciences, education, and leadership.

#### Internship

Learning is applied to a real-life context such as an environmental learning center, a government agency (e.g., University of Minnesota Extension Service, the state Department of Natural Resources), public or private schools, business, industry, or a nongovernment agency. International internships or learning experiences are encouraged.

#### Research project and paper

Students develop expertise in research and evaluation methods, conduct a research evaluation project, and prepare a professional paper from their project.

## Family education

The college's family education program is one of the premier programs of its kind nationally. The program's high quality is due, in part, to the excellent college and University resources available to students, including internationally known faculty in the Institute of Child Development, the social sciences, and family education. The program also places a strong emphasis on working with mentor educators in the field.

If you are planning to teach at the high school level, this field of study equips you to meet an increasing demand for teachers in family and consumer science education. It also can provide preparation for licensure to teach parent education at the adult community school level. In addition, family educators can find career opportunities in a variety of settings including social service agencies, religious institutions, and local government programs.

#### M.Ed./initial licensure program in family and consumer sciences

Minnesota state licensure in family and consumer sciences (grades 5–8 or 7–12)

#### Foundation courses

EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)

EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)

EdHD 5005—School and Society (2 cr)

EdHD 5007—Technology for Teaching and Learning (1.5 cr)

EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)

PubH 3003/5003—Fundamentals of Drug and Alcohol Abuse (2.0/1.5 cr) \*

#### Major courses

FE 5001—Family Education Perspectives (3 cr)

FE 5200—Special Topics in Family Education (1 cr)

FE 5302—Family Education Curriculum in Secondary Schools (3 cr)

FE 5303—Instructional Strategies in Family Education (3 cr)

#### Teaching internship

WCFE 5696—Teaching Internship: Introduction (1 cr) (pre-fall)

WCFE 5697—Teaching Internship: School and Classroom Settings (2 cr) (fall)

WCFE 5698—Teaching Internship (6 cr) (spring)

WCFE 5699—Teaching Internship: Extended Practice (1 cr)

\* does not count toward M.Ed.

#### Completion of the M.Ed.

The M.Ed. will be awarded upon successful completion of all licensure requirements and a minimum of 30 graduate credits.

#### M.Ed./professional studies program in family education

##### Core requirements

15 credits in family education, including FE 5001—Family Education Perspectives

5–6 credits from the College of Education and Human Development outside of family education

9–10 credits from a supporting focus on family, children, and/or youth issues

An oral examination

*Licensure endorsement in family and consumer sciences, and in parent and family education available*

## Human resource development

Human resource development (HRD) is a process of developing and unleashing human expertise through organization development and personnel training and development. If you're interested in developing individuals and organizations, you should explore our HRD program of study. Careers in this field are available in business, nonprofit, educational, and governmental settings.

The college's HRD program began in 1980, one of the first of its kind in the nation. It is ranked first in the nation in a University of Illinois study, has received an Award of Excellence from the Southern Minnesota chapter of the American Society for Training and Development, and the Excellence and Quality Program Award from the international Academy of Human Resource Development.

Faculty in the program are prolific authors, provide leadership in the field's leading professional organizations, and

are active consultants. Graduates of the college's HRD programs have moved into a wide range of professional positions in many states and several countries.

#### M.Ed./professional studies program in human resource development

34 credits, which must include the following courses:

AdEd/HRD 5001W—Survey: Human Resource Development and Adult Education (3 cr)

AdEd 5101—Strategies for Teaching Adults (3 cr)

HRD 5196—Internship: Human Resource Development (4 credits are required and no more than 6 credits count toward the program)

HRD 5201—Personnel Training and Development (3 cr)

HRD 5301—Organization Development (3 cr)

HRD 5105—Strategic Planning through Human Resources (3 cr)

WCFE 5901—Using Research in Work, Community, and Family Education (3 cr)

#### Electives (3 cr)

Selected in consultation with an adviser

#### Certificate in human resource development

AdEd/HRD 5001W—Survey: Human Resource Development and Adult Education (3 cr)

HRD 5201—Personnel Training and Development (3 cr)

HRD 5301—Organization Development (3 cr)

HRD 5196—Internship: Human Resource Development (4 cr)

#### Elective courses

AdEd 5101—Strategies for Teaching Adults (3 cr) or HRD coursework

## Industrial technology

People interested in teaching in this field will find themselves helping students work with computers as much as with circular saws or welding torches. The approach is "hands-on, minds-on" learning—helping students to learn about various tools and materials in order to devise solutions to problems. The field emphasizes instruction in such areas as construction, manufacturing, transportation, energy, and communications.

While most students who choose this field of study go on to teach in secondary schools, others become industrial trainers or provide education in other types of settings.

#### M.Ed./initial licensure program in industrial education

Minnesota state licensure in technology education (grades 5–8 or 7–12)

#### Foundation courses

EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)

EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)

EdHD 5005—School and Society (2 cr)

EdHD 5007—Technology for Teaching and Learning (1.5 cr)

EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)

PubH 3003/5003—Fundamentals of Drug and Alcohol Abuse (2.0/1.5 cr) \*

teaching exists in the U.S. and until now, no coherent set of courses had ever been developed for immersion teachers.

Practicing educators will be able to finish the coursework within two years, taking classes part-time, and will have up to four years to complete the certificate. It may be completed independently or as part of an M.Ed., M.A., or Ph.D. program. It is being offered on the Twin Cities campus, but selected courses will be offered off-campus in immersion schools when possible.

The college's second languages and cultures faculty are highly qualified to offer this program through their leadership in research on immersion teaching, projects on student language use and cognitive operations, annual summer institutes on immersion, and organization of an international conference on language immersion education.

#### Certificate in language immersion education

The certificate in language immersion education is a 15-credit program.

##### Required courses

- Cl 5651—Foundations of Second Languages and Cultures Education (3 cr)
- Cl 5671—Content-Based Second Language Curriculum, Instruction, and Assessment (3 cr)
- Cl 5672—Language-Focused Instructional Practices and Strategies (3 cr)

##### Elective courses

Six elective credits selected with adviser approval

## Mathematics education

The ties between our math programs and professionals in the field are strong. Faculty members spend significant time in the schools with active and retired teachers to conduct research that will improve math materials and help teachers teach more effectively. Students choosing this field of study will find themselves challenged with the latest ideas and theories in mathematics. Our faculty, all of whom have taught at the middle school and high school levels, are leaders in research on new curricula and application of new graduation standards in Minnesota schools.

Coursework in this field emphasizes teaching through hands-on methods that focus on problem solving, spatial visualization, and algebraic competence.

### M.Ed./initial licensure program in mathematics education

Minnesota state licensure in mathematics education (grades 5–8 or 7–12)

#### Foundation courses

- EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)
- EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)
- EdHD 5005—School and Society (2 cr)
- EdHD 5007—Technology for Teaching and Learning (1.5 cr)
- EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)
- PubH 3003/5003—Fundamentals of Alcohol and Drug Abuse (2/1.5 cr) \*

#### Major courses

- MthE 5011—Arithmetic Structures in School Mathematics (3 cr)
- MthE 5021—Algebraic Structures in School Mathematics (3 cr)
- MthE 5031—Geometric Structures in School Mathematics (3 cr)
- MthE 5696—Student Teaching in Mathematics (8 cr) \*

#### Completion of the M.Ed.

- MthE 5314—Teaching and Learning Mathematics (3 cr)
- MthE 5366—Technology-Assisted Mathematics Instruction (3 cr)
- MthE 5993—Directed Studies in Mathematics Education (2 cr)
- MthE 5000-level elective (3 cr)

\* does not count toward M.Ed.

### M.Ed./professional studies program in curriculum and instruction: mathematics education

A total of 30 credits is required.

#### Core requirements (6 cr)

- Cl 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
- Cl 5177—Practical Research (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*

#### Mathematics education requirements (14 cr)

- MthE 5170—Historical Topics in the Mathematics Classroom (3 cr) or MthE 5171—Teaching Problem Solving (3 cr) or MthE 5155—Rational Number Concepts and Proportionality (3 cr) or MthE 5172—Teaching Probability and Statistics (3 cr)
- MthE 5314—Teaching and Learning Mathematics (3 cr)
- MthE 5355—Mathematics for Diverse Learners (3 cr)
- MthE 5366—Technology-Assisted Mathematics Instruction (3 cr)
- MthE 5993—Directed Studies in Mathematics Education (2 cr)

#### Electives (10 cr)

Selected in consultation with an adviser

*Licensure endorsement in mathematics education available*

## Music education

Perhaps you would like to share your musical expertise and talent with a band, orchestra, or choral program in a K–12 school system. Or you might envision yourself using music in therapy with disabled youth or nursing home residents. You might be interested in applying your interest in music to work in therapeutic settings. This program can help you prepare for any of those types of career paths.

Our music education/music therapy

programs attract a large number of students as the University is one of the few institutions in the upper Midwest to offer study in both areas. The college provides these programs in cooperation with the University's School of Music. The demand is high for teachers and therapists in this field with positions available in a wide range of settings.

For information on licensure and degrees available, contact the School of Music at 612-624-5740 or visit its Web site at [www.music.umn.edu](http://www.music.umn.edu).

## Physical education

We offer one of the few physical education licensure programs at the graduate level in the state and one of a small number of licensure programs in Minnesota in developmental/adapted physical education. Students who choose to pursue dual licensure in both areas will find themselves in high demand in school districts looking for teachers qualified to handle both types of classes.

Our faculty are active researchers in the field and also are leaders in the profession, sponsoring such national gatherings as the North American Federation of Adapted Physical Activity Symposium. Because of the depth and breadth of expertise in the college, students in physical education may choose to expand their studies in numerous areas including biomechanics, exercise physiology, sport psychology and sport sociology, human factors research, and motor learning, control, and development.

### M.Ed./initial licensure program in physical education

Minnesota state licensure in physical education (grades K–12)

#### Foundation courses (12 cr)

- EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)
- EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)
- EdHD 5005—School and Society (2 cr)
- EdHD 5007—Technology for Teaching and Learning (1.5 cr)
- EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)
- PubH 3003/5003—Fundamentals of Alcohol and Drug Abuse (2.0/1.5 cr) \*

#### Major courses (28 cr)

- Kin 5152—Curriculum Development in Physical Education (2 cr) \*\*
- Kin 6151—Theoretical Foundations of Curriculum and Instruction in Physical Education (2 cr) \*\*

- Kin 6521—Pedagogy I: Elementary Physical Education (4 cr) \*\*  
 Kin 6522—Pedagogy II: Secondary Physical Education (4 cr) \*\*  
 Kin 6596—Clinical Experience I: Physical Education (4 cr)  
 Kin 6597—Clinical Experience II: Physical Education (4 cr)  
 Kin 6598—Clinical Experience III: Physical Education (6 cr) \*\*  
 (extends through May session)  
 Kin 5995—Research Problems in Kinesiology or Physical Education (2 cr) \*\*

\* does not count toward M.Ed.

\*\* counts toward M.Ed. in applied kinesiology

### Licensure in developmental/adapted physical education (DAPE) (grades preK–12)

Students seeking DAPE licensure must hold a physical education teaching license or be in the process of obtaining one.

#### Major courses (19 cr)

- Kin 5103—Developmental/Adapted Physical Education (3 cr)  
 Kin 5104—Physical Activities for Persons with Disabilities (3 cr)  
 Kin 5196—Practicum: Developmental/Adapted Physical Education (4 cr)  
 EPsy 5613—Foundations of Special Education I (3 cr)  
 EPsy 5614—Foundations of Special Education II (3 cr)  
 EPsy 5616—Behavior Analysis and Classroom Management (3 cr)

For information on the related M.Ed./professional studies program in applied kinesiology, see the “kinesiology (applied)” curriculum listing on page 9.

## Recreation, park, and leisure studies

Recreation, park, and leisure studies is a growing field with an increasing demand for high-quality, well-trained, dedicated professionals. A career in this field allows you to touch the lives of a wide variety of people in significant ways and allows you to work with people when they are at their best—involved in activities that have central meaning to their lives. Perhaps your interest is focused on working with youth in urban areas, or with persons with disabilities in wilderness settings, or the elderly in therapeutic recreation, or with adults in a park and recreation sports program. You may be attracted to the growing tourism and adventure vacation business. Study in this field can prepare you for these careers and many others. The college’s well-designed, research-based programs emphasize program planning, needs assessment, business management, and economics, as well as education and human development theories.

### M.Ed./professional studies program in recreation, park, and leisure studies Core requirements

- Rec 5101—Foundations of Recreation (3 cr)  
 Rec 6796—Practicum in Recreation, Park, and Leisure Studies (3-9 cr)

- Rec 8390—Seminar: Administrative Problems in Leisure Services and Therapeutic Recreation (3 cr)

#### Electives

- 2–3 courses within the college  
 6–24 credits in recreation  
 Selected with adviser approval

## School-to-work

This growing field of study focuses on the system of school-to-work transitions for youth and adults. It includes school-based learning, work-based learning, and connecting activities. In Minnesota, a service-based learning component also is included in the education-for-work concept. Participants in our program will gain understanding of the changing nature of work and the workforce and how that affects education.

This is an excellent program for those interested in planning, implementing, and improving school-to-work initiatives. Professionals in this field work with students, schools, families, business and industry, labor groups, government, and community-based organizations to help youth and adults experience improved learning through general education and smooth transitions between education and employment.

#### Certificate in school-to-work

Students must complete 15 credits of coursework.

#### Required courses (11 cr)

- WCFE 5511—Education for Work (3 cr)  
 WCFE 5521—School-to-Work Policies (3 cr)  
 WCFE 5522—School-to-Work Practices (3 cr)  
 WCFE 5993—Directed Study in Work, Community, and Family Education (2 cr)

#### Elective (4 cr)

Selected with adviser approval

## Science education

The field of science education is a diverse area of study that can lead to many different professional opportunities. The demand for science teachers at the elementary, middle school, and high school level is high and likely to remain so in the foreseeable future. This also is an excellent field of study to consider if you are interested in an educational role in a museum, as a park naturalist, in a recreational setting, or in a leadership role as a curriculum specialist for a school district. It’s the perfect field of study for someone

who wants both to work with young people and to apply one’s knowledge and interest in the sciences in a way that benefits society.

Because the college is part of a large, internationally recognized research institution with a strong commitment to the sciences, your pursuit of studies in this area will allow you to draw upon the expertise of many faculty and staff, both in this college and other colleges within the University.

### M.Ed./initial licensure program in science education

Minnesota state licensure in science education (grades 5–8) plus at least one of the following specialty areas (grades 9–12): chemistry, earth and space science, life science, physics

#### Foundation courses

- EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)  
 EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)  
 EdHD 5005—School and Society (2 cr)  
 EdHD 5007—Technology for Teaching and Learning (1.5 cr)  
 EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)  
 PubH 3003/5003—Fundamentals of Alcohol and Drug Abuse (2/1.5 cr) \*

#### Major courses

- CI 5531—Teaching Middle School Science (4 cr)  
 CI 5532—Teaching Secondary School Science (4 cr)  
 CI 5533—Current Developments in Science Education (3 cr)  
 CI 5596—Clinical Experience in Middle School Science (4 cr) \*  
 CI 5597—Clinical Experience in Secondary School Science (8 cr) \*

#### Completion of the M.Ed.

- CI 5534—Studies in Science Education (3 cr)  
 CI 5535—Foundations of Science Education (3 cr)  
 CI 5186—School-Related Projects (2 cr)

\* does not count toward M.Ed.

### M.Ed./professional studies program in curriculum and instruction: science education Core requirements (12 cr)

- CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)  
 CI 5177—Practical Research (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*  
 CI 5186—School-Related Projects (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*  
 CI 5351—Technology Tools for Educators (3 cr) or alternate course approved by adviser

#### Science education requirements (12 cr)

- CI 5533—Current Developments in Science Education (3 cr)  
 CI 5534—Studies in Science Education (3 cr)  
 CI 5535—Foundations of Science Education (3 cr)  
 CI 5536—Advanced Methods of Teaching and Assessment in Science (3 cr)

#### Science electives (6 cr)

Selected in consultation with an adviser

Licensure endorsement in science education available

## Second languages and cultures

This area of study is unique in that it addresses teaching issues in all second language settings—world languages, English as a second language, bilingual, and immersion education. The coursework includes instruction both for teachers who work with minority language students and those who work with majority language students. By incorporating attention to all second language teaching contexts within one program, we provide students with the opportunity to gain broad perspectives that are valuable regardless of what setting they are in or preparing to enter. In addition, the programs in this field of study provide preparation not only for those who are or will be teaching in K–12 schools, but also for those who teach at the university level or work with adult learners.

### M.Ed./initial licensure program in second languages and cultures education

Minnesota state licensure in world languages and cultures/English as a second language (ESL) for grades K–12

#### Foundation courses

- EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)
- EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)
- EdHD 5005—School and Society (2 cr)
- EdHD 5007—Technology for Teaching and Learning (1.5 cr)
- EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)
- PubH 3003/5003—Fundamentals of Drug and Alcohol Abuse (2/1.5 cr) \*

#### Major courses

- CI 5631—Second Language Curriculum Development and Assessment (3 cr)
- CI 5632—Communication and Comprehension in Second Language Classrooms (3 cr)
- CI 5634—Content-Based Instruction in Second Language Settings (3 cr)
- CI 5635—Culture and Diversity in Second Language Classrooms (3 cr)
- CI 5699—Clinical Experiences in Second Languages (single licensure candidates: 6 cr per semester for 12 cr total; dual licensure candidates: 8 cr per semester for 16 cr total) \*
- LgTT 5611—Technology in Second Language Instruction (3 cr)
- Ling 5001—Introduction to Linguistics (4 cr)
- Ling 5501—Introduction to Language Acquisition (3 cr)

**Students seeking state licensure in the following areas must complete the following coursework:**

#### English as a second language (ESL)

- CI 5646—Understanding and Teaching English Grammar (3 cr)

#### World languages

- CI 5696—Practicum: Teaching World Languages and Cultures in Elementary Schools (2 cr)

### Completion of the M.Ed.

After completing initial licensure requirements, students take four graduate credits in their area of choice and with faculty adviser approval.

\* does not count toward M.Ed.

### M.Ed./professional studies program in curriculum and instruction: second languages and cultures education

#### Core requirements

- CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
- CI 5177—Practical Research (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*
- CI 5186—School-Related Projects (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*
- CI 5351—Technology Tools for Educators (3 cr) or alternate course approved by adviser

#### Second languages and cultures education requirements

- CI 5651—Foundations of Second Languages and Cultures Education (3 cr)
- CI 5656—Reading and Writing in a Second Language (3 cr)
- CI 5662—Issues in Second Language Curriculum Design (3 cr)

#### One course in assessment

- CI 5642—The Assessment of Learners with Limited English Proficiency (for ESL and bilingual teachers) (3 cr)
- CI 5658—Second Language Testing and Assessment (for world languages teachers) (3 cr)
- CI 5660—Special Topics in the Teaching of Second Languages and Cultures (3 cr)

#### Electives (6 cr)

Selected in consultation with an adviser

*For information on the related certificate program, see the "language immersion education" listing on page 9.*

**Licensure endorsements in English as a second language and in world languages and cultures available**

## Social studies education

The teacher of social studies has an awesome responsibility. Your purpose is to educate and enlighten citizens and to offer instruction in the core disciplines of history, geography, economics, political science, and behavioral studies. We provide extensive preparation for this field of study, offering the opportunity to study in several different academic disciplines—either through a broad-based approach or with an in-depth, focused approach. The school-based job market for social studies graduates of the college is excellent with a current placement rate of more than 90 percent.

While the purpose of this field of study is primarily to prepare teachers in grades 5–12, graduates also have found the field to be good preparation for a variety of other careers. Increasingly, businesses are looking for employees

with an understanding of history, economics, and politics, coupled with the ability to offer sophisticated in-service education and to utilize leadership, organizational, and communications skills.

### M.Ed./initial licensure program in social studies education

Minnesota state licensure in social studies education for grades 5–8 or 7–12

#### Foundation courses

- EdHD 5001—Learning, Cognition, and Assessment in the Schools (3 cr)
- EdHD 5003—Developmental and Individual Differences in Educational Contexts (3 cr)
- EdHD 5005—School and Society (2 cr)
- EdHD 5007—Technology for Teaching and Learning (1.5 cr)
- EdHD 5009—Human Relations: Applied Skills for School and Society (1 cr)
- PubH 3003/5003—Fundamentals of Drug and Alcohol Abuse (2.0/1.5 cr) \*

#### Major courses

- CI 5741—Introduction to Social Studies Education (3 cr)
- CI 5742—Advanced Methods of Teaching the Social Studies (3 cr)
- CI 5743—The Social Sciences and the Social Studies (3 cr)
- CI 5744—Seminar: Reflecting on Professional Development in Social Studies Education (1 cr)
- CI 5782—Clinical Experiences in Teaching Social Studies (5 cr fall, 7 cr spring [12 cr total]) \*
- CI 5747—Global and Environmental Education: Content and Practice (3 cr)

#### Completion of the M.Ed.

Students must complete six additional credits to obtain the M.Ed. degree. CI 5186—School-Related Projects (1–3 cr) is required. Remaining credits are selected in consultation with adviser.

\* does not count toward M.Ed.

### M.Ed./professional studies program in curriculum and instruction: social studies education

#### Core requirements

- CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
- CI 5177—Practical Research (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*
- CI 5186—School-Related Projects (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*
- CI 5351—Technology Tools for Educators (3 cr) or alternate courses approved by adviser

#### Social studies education requirements

- CI 5761—Social Studies Education for the In-service Middle/Secondary Teacher (3 cr)
- CI 5762—Developing Civic Discourse in the Social Studies (3 cr)
- 5000-level social studies-related elective (3 cr)

#### Social studies electives (9 cr)

Selected in consultation with an adviser

**Licensure endorsement in social studies education available**

## Special education

Our special education program is ranked eighth in the nation by *U.S. News and World Report*. If you are contemplating entering this field of study at the University, that means you have the opportunity to work with faculty internationally known for their research and work in assessment of and instruction for individuals with special learning needs. Expertise is available in the areas of learning disabilities, emotional and behavioral disabilities, developmental disabilities, deaf, hard of hearing, and visual impairments. It also means extensive, high-quality opportunities to participate in leadership and problem-solving approaches that are grounded in research and applied in a variety of educational, cultural, and recreational settings with a primary focus on special needs infants, children, adults and their families. Students participate with faculty in hands-on experiences in classroom, community, and home settings.

The college also encompasses many additional resources for students in this field of study such as the Institute on Community Integration and the Center for Early Education and Development, both of which are actively involved in research, policy development, and community outreach related to children, youth, and adults with disabilities. Those students who complete programs in the special education field will find themselves in very high demand, especially in teaching.

### Licensure in special education

Minnesota state licensure specialization areas listed below.

All students in this program must complete core studies coursework in special education. However, applicants who do not currently hold a general education teaching license must also complete the Teacher Licensure Exemption series of courses. Contact the special education program at 612-624-2342 for more information.

### Licensure specialization area

Students can obtain licensure in several areas of specialization. Students in each of the following specialization areas must complete a separate program of coursework.

- Deaf/hard of hearing (birth–grade 12))
- Developmental disabilities (K–12)
- Early childhood special education (Coordinated with early childhood education/early childhood education licensure

program for birth–grade 3. Refer to the “early childhood education” curriculum section on page 5.)

- Emotional/behavior disorders (K–12)
- Learning disabilities (K–12)

For more information, contact an adviser in the special education program or see: [www.education.umn.edu/fields/SpEd\\_FMD.htm](http://www.education.umn.edu/fields/SpEd_FMD.htm)

### Completion of the M.Ed. degree

The M.Ed. is designed to include licensure competencies as well as applied studies in consultation with an academic adviser.

*CEHD also offers an M.Ed./initial licensure program in physical education leading to Minnesota state licensure in developmental/adapted physical education (DAPE) for grades preK–12. For more information, refer to the “physical education” curriculum section on page 10.*

*For information on the related M.Ed./professional studies program in applied kinesiology, see the “kinesiology (applied)” curriculum listing on page 9.*

### M.Ed./professional studies program in special education

General education teachers interested in professional development in the special education field should contact the special education program at 612-624-2342 for information on specific coursework and professional development programs.

*Licensure endorsement in special education available in licensure specialization areas listed above*

## Sport management

Sport management is an interdisciplinary field of study that provides students with both academic training and field experience to enhance careers in sport and fitness management professions. Typical professions in this field include sport organization management, sport information management (including marketing, promotion, advertising, and fundraising), and exercise and sport science (including fitness assessments and exercise prescriptions).

The programs in this field provide coursework in all related disciplines and recognize the critical necessity for field experience (internships) to enhance career preparation. Employment opportunities for those who complete studies in sport management are as diverse as sport itself and are found in both the public and private sectors. Possibilities include park and recreation programs, college and university recreation programs, athletic departments at both school and college/university level, and various sport governing bodies such as the United States Ski

Association and the National Collegiate Athletic Association.

### Certificate in sport management

Students must complete at least 18 credits.

#### Required courses (13 cr)

- Kin/Rec 5111—Sports Facilities (3 cr)
- Kin/Rec 5461—Foundations of Sport Management (3 cr)
- Kin/Rec 5801—Legal Aspects of Sport and Recreation (4 cr)
- Rec 6796—Practicum in Recreation, Park, and Leisure Studies (3 cr)
  - or Kin 3696—Supervised Practical Experience (1-10 cr)
  - or Rec 3796—Senior Internship in Recreation, Park, and Leisure Studies (1-12 cr)

#### Elective courses (5 cr)

Selected in consultation with an adviser

## Staff development

Demands on preK–12 educators are escalating due to changing societal and technological cultures, combined with an increasingly diverse school population. Teachers, non-certified personnel, and administrators need more frequent opportunities for learning and reflection than traditional approaches to staff development address. This certificate program is for experienced educators who are interested in designing, implementing, and evaluating learning opportunities for preK–12 educators and related staff. Participants will become familiar with effective training principles, designs, and strategies; learn to evaluate staff development—including its effects on students, staff, and systems; learn to work effectively with groups; and identify and access staff development resources.

### Certificate in staff development

This is a 12- to 15-credit graduate program.

The following courses may be part of the curriculum for this program:

- EdPA 5374—Leadership for Staff Development (4 cr)
- EdPA 5364—Leadership for School Improvement (3 cr)
- EdPA 5501—Principles and Methods of Evaluation (3 cr)
- EdPA 5095—Problems: Educational Policy and Administration (1-3 cr)

#### Focused elective coursework

Students choose coursework from programs and departments across the University that matches their individual learning needs.

## Talent development and gifted education

Although many Minnesota schools offer programs in “gifted and talented” education, very few have teachers with specific preparation in the field. This certificate will prepare educators to develop, implement, and supervise programs for gifted and talented students in schools and other settings.

Its focus is research-based and highlights the cognitive processes that underlie the special needs of gifted and talented students as well as the issues surrounding identification of students for such educational services.

Students in the certificate program will develop an awareness of the special needs of gifted learners, will understand the impact of that designation on the student and the student’s consequent educational and emotional challenges, and will be able to synthesize their research on gifted and talented educational theory with direct student experiences.

### Certificate in talent development and gifted education

The certificate is a 12-credit program.

#### Required courses

- EPsy 5101—Intelligence and Creativity (3 cr)
- EPsy 5191—Education of the Gifted and Talented (3 cr)
- EPsy 5991 (section 4)—Independent Study in Educational Psychology (3 cr)

#### Elective course

One course (minimum 3 cr) in learning, cognition, or measurement selected with adviser approval

## Teacher leadership

This field of study at the college is unique because it draws practicing, seasoned educators from throughout the metropolitan Twin Cities area, providing participants with the opportunity to exchange perspectives and build networks with colleagues from a wide range of urban, suburban, and rural school districts.

The program is built on the belief, born out by solid research, that schools can’t change, grow, or improve unless teachers are actively engaged and leading the efforts for change and growth. It is designed for teachers who are ready to move beyond issues of the classroom to issues that have an impact on entire

schools and districts. Coursework focuses on understanding school culture, organizational leadership, the latest instructional innovations, and the best and most recent research in the field. The goal is both to challenge program participants and nurture them as future educational leaders.

### M.Ed./professional studies program in teacher leadership

Students must complete at least 30 credits.

#### Core requirements (21 cr)

- CI 5149—Issues of Diversity in Schools and Classrooms (3 cr)
- CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
- CI 5177—Practical Research (3 cr) *consult with adviser—to be taken toward end of M.Ed. program*
- CI 5178/EdPA 5361—Project in Teacher Leadership (3 cr)
- EdPA 5064—Divergent Perspectives in Educational Policy and Practice (3 cr)
- EdPA 5364—Leadership for School Improvement (3 cr)
- EdPA 5384—Collaboration in Heterogeneous Classrooms and Schools (3 cr)

#### Elective courses (9 cr)

Selected in consultation with an adviser

## Technical education

The college is one of only two places in the state where you can take licensure courses to teach in Minnesota’s technical colleges and at middle schools and high schools (grades 5–12). Students can pursue teacher licensure at either the undergraduate level (B.S.) or graduate level (M.Ed.). A certificate in technical education also is available.

As part of a program that is ranked third in the nation (*U.S. News and World Report*), the vocational-technical program of study prepares educators to teach students at the technical college level or the middle school and high school level. You can learn to instruct students preparing for specific occupations in a wide variety of fields such as mechanics, carpentry, dental assisting, practical nursing, data processing, and other skilled professions. More than 400 students are enrolled in these teacher education programs each year and find themselves in high demand as instructors. This field of study often attracts individuals who have been working in a related occupation and want to share their expertise in a classroom setting. The certificate program will be useful to current instructors and those preparing to teach in technical and community colleges,

or individuals seeking a credential for workplace advancement.

### M.Ed./professional studies program in work, community, and family education

Two M.Ed. degree plans are offered. Plan 1 is for licensed educators planning to pursue advanced professional study and require completion of at least 17 credits in the department. Plan 2 is for professionals seeking advanced education and requires completion of at least 21 credits in the department.

#### Plan 1: Licensure for school and technical college settings

##### General aspects (2 cr)

- WCPE 5301—Philosophy and Practice of Vocational Education (2 cr)
- or WCPE 5511—Education for Work (3 cr)
- or WCPE 5002—Thinking, Learning, and Teaching in WCPE (3 cr)
- or WCPE 5521—School-to-Work Policies (3 cr)

##### Specialization (8 cr)

8 credits in departmental courses

##### Research

- WCPE 5901—Using Research in Work, Community, and Family Education (3 cr)

##### Integrating project

- WCPE 5993—Directed Study in WCPE (4 cr)

##### Electives (6 cr)

Courses selected from outside the WCPE department

#### Plan 2: Professional preparation for non-school settings

Students must complete all option 1 requirements. However, the specialization area must include 12 credits in departmental courses and at least one methods of instruction course.

### Certificate in technical education

Students must complete at least 12 credits or equivalent. The following courses may be part of the curriculum for this program.

#### Required courses (minimum 10 credits)

Students must complete four of the five required teacher education sequence courses, listed below. BIE 1301 will be required of those participants with no previous pedagogy courses, but can be waived for those with previous pedagogy training or experience.

- BIE 1301—Introduction to Vocational and Technical Teaching (2 cr) or adviser approved elective
- WCPE 5301—Philosophy and Practice of Vocational Education (2 cr)
- WCPE/HRD 5629—Course Development for Business and Industry (2 cr)
- WCPE/HRD 5661—Instructional Methods for Business and Industry Education (2 cr)
- WCPE/HRD 5601—Student and Trainee Assessment (2 cr)

#### Elective courses (minimum 2 credits)

Students are encouraged to choose elective courses from the following lists. Elective courses must be approved by a faculty adviser.

##### Business and Industry Education

- BIE 5015—Integrated Microcomputer Applications in Business and Marketing Education (3 cr)
- BIE 5662—Computer Training in School and Industry Settings (3 cr)
- BIE 3151—Technical Development: Advanced (1-4 cr)
- BIE 5151—Technical Development: Specialized (1-12 cr)

- BIE 5596—Occupational Experience in Business and Industry (1-10 cr)  
 BIE 5344—Facilities Management in Business and Industry (3 cr)  
 BIE 5325—Foundations of Industrial Education (3 cr)  
 BIE 5401—Introduction to Business and Marketing Education (3 cr)  
 BIE 5011—Introduction to Microcomputer Applications (3 cr)  
 BIE 5628—Multimedia Presentations in Business (3 cr)  
 BIE 5013—Spreadsheet Analysis Using Microcomputers (3 cr)  
 BIE 5014—Database Microcomputer Applications (3 cr)

#### **School-to-Work/Tech Prep**

- WCFE 5511—Education for Work (3 cr)  
 WCFE 5521—School-to-Work Policies (3 cr)  
 WCFE 5522—School-to-Work Practices (3 cr)  
 WCFE 5990—Special Topics in Work, Community, and Family Education (1-4 cr)  
 WCFE 5331—Coordination Techniques for Work and Community Education (3 cr)

## Youth development leadership

This program is designed for working professionals already involved in and dedicated to youth work who want to

enhance their career development through coursework, field work, and demonstrated leadership in community settings. It also can be an excellent field of study for those in other professions who want to move into youth development work. It offers both classes on campus and experiential learning at community sites and is interdisciplinary in nature.

Focuses of the program include policy development and implementation, youth development research, various community-based models of organization, and development of individual visions for what youth development can be. Careers in this field may be based in community organizations such as scouting, YM-YWCAs, Boys and Girls Clubs, church-based organizations, park-recreation programs, family education programs, and schools. The program is

jointly sponsored by the college and the University's Center for 4-H Youth Development.

### **M.Ed./professional studies program in youth development leadership**

Students must complete at least 30 credits.

#### **Core requirements (20 cr)**

- WCFE 5411—The Everyday Lives of Youth (3 cr)  
 WCFE 5412—Experiential Learning: Theory and Practice (3 cr)  
 WCFE 5413—Nonformal Education in Youth-Serving Organizations (3 cr)  
 WCFE 5414—Issues in Youth Development Leadership (3 cr)  
 WCFE 5451—Seminar in Youth Development Leadership (1 cr [max 4 cr])  
 WCFE 5496—Leadership Field Experience: Youth Development (4 cr)

#### **Electives (10 cr)**

Ten credits (to complete the 30 program credits) of interdisciplinary work based on professional interest distributed among three areas:

- Content areas/knowledge base
- Skill development methods
- Institutional knowledge and skills

# Frequently asked questions

## Information for prospective students

### GETTING STARTED

#### What academic programs are available in the College of Education and Human Development (CEHD)?

A professional school focused on both undergraduate and advanced study, the college offers programs in a wide range of fields (see pp. 3–15). Students can prepare for careers in government, business, and community settings as well as for careers in either traditional or nontraditional educational settings. Students may follow a course of study that is substantially prescribed, such as an initial licensure program, or pursue advanced professional training customized for their needs.

#### Who is this catalog for?

This catalog is designed for students looking to pursue an M.Ed. degree, initial licensure, endorsement, or professional certificate within the college.

#### Where do I go for help?

##### 1. Visit Student & Professional Services (SPS)

SPS is the college's centralized admission and student services office. You will find professional advisers and support staff who collaborate with faculty to advise students on application for admission, registration, scholarships and fellowships, issues related to student progress and academic standing, degree clearance and licensure, commencement, and career services, including credential files, job fairs, and vacancy postings.

SPS is located in 110 Wulling Hall, 86 Pleasant Street SE, Minneapolis, MN 55455 or call 612-625-6501 or visit [education.umn.edu/sps/](http://education.umn.edu/sps/) or e-mail [spsinfo@umn.edu](mailto:spsinfo@umn.edu).

### Contact us!

If you have any questions not addressed here or need more information about programs at the College of Education and Human Development, please call us at **612-625-6501** or send us e-mail at [spsinfo@umn.edu](mailto:spsinfo@umn.edu) or see our Web site at [education.umn.edu/sps](http://education.umn.edu/sps)

### 2. Consult other publications

The answers to most frequently asked questions about processes and procedures can often be found in the following publications:

**Program information sheets** (available at SPS) describe admission requirements and curriculum for individual programs.

The University of Minnesota *Class Schedule* is the official source of information for policies and procedures regarding all enrollment/registration issues, assessment and payment of tuition and fees, exams and grades, and student services. The most current *Class Schedule* is available on the University's Web site at [onestop.umn.edu/registrar/registration/courses.html](http://onestop.umn.edu/registrar/registration/courses.html) or you can request a paper version of the *Class Schedule* by calling 612-625-5333.

Current copies of all University of Minnesota catalogs, which include descriptions of all undergraduate, graduate, and professional programs available, as well as policies and procedures, are available online at [www.umn.edu/commpub/](http://www.umn.edu/commpub/).

Remember that information in this and other University catalogs, publications, or announcements is subject to change without notice. University offices and the [onestop.umn.edu/](http://onestop.umn.edu/) Web site are the best source for the most current information.

### 3. Browse the Web

For general information on the College of Education and Human Development, go to our Web site at [education.umn.edu](http://education.umn.edu). For general information about the University of Minnesota, visit the University's Web site at [www.umn.edu/twincities/](http://www.umn.edu/twincities/).

Or check out the comprehensive student services Web site at [onestop.umn.edu/](http://onestop.umn.edu/) where you will find information on everything from housing and financial aid to campus employment opportunities, Internet accounts, world-class library collections, and a broad array of events and activities. The One Stop site provides students with instant access to their individual records and a wide variety of other information and services including grades, enrollment information, financial aid, and student accounts receivable. Limited student record data is also available by calling 612-624-5200.

### M.Ed. or M.A.? Ph.D. or Ed.D.? What's the difference?

The University of Minnesota offers several graduate-level degree programs, including the Doctor of Education (Ed.D.), the Doctor of Philosophy (Ph.D.), the Master of Arts (M.A.), and the Master of Education (M.Ed.) In addition, most of the college's initial licensure programs are full-time day programs at the graduate level. (Agricultural education, business education, technology education, early childhood/early childhood special education, and special education offer part-time licensure programs at the graduate level.) Deciding on the appropriate degree program and subsequent course of study typically entails a discussion with an SPS adviser 612-625-6501, faculty adviser, or the director of graduate studies (DGS) of the department in which you are interested.

### ***When should I call the University of Minnesota Graduate School?***

If you are looking to apply to a Ph.D., Ed.D., or M.A. program, this catalog is not for you. Candidates for these programs are admitted through the University of Minnesota Graduate School. For a complete listing of education-related degree programs refer to the *Graduate School Catalog*. The catalog is available online at [www.umn.edu/commpub/](http://www.umn.edu/commpub/) or [www.grad.umn.edu/](http://www.grad.umn.edu/). See the director of graduate studies in the appropriate CEHD departmental office for further information on the program options and requirements, and application procedures. Most programs will require you to complete a departmental application in addition to the general application to the Graduate School.

### ***Tell me more about the M.Ed.***

Typically M.Ed. degree programs offer coursework that can be applied directly to work settings, while M.A. degree programs will have more of a theoretical research focus. The M.Ed. degree is offered through the College of Education and Human Development. The M.A. degree is offered through the Graduate School.

The M.Ed. is a professional, graduate-level degree that emphasizes applied coursework and usually requires completion of a field-based experience. The M.Ed. is available in two tracks: initial licensure or professional studies. The M.Ed./initial licensure program is a professional degree designed to prepare students seeking initial licensure to teach in preK–12 public school settings. While completing licensure requirements, students also earn credits toward the M.Ed. degree.

The M.Ed./professional studies degree programs are designed to meet the needs of practicing professionals in a broad array of education and human development fields. Following admission, the student and adviser design a proposed program suited to the student's needs and interests. Students seeking additional licensure, called an "endorsement," also are admitted to the college as professional studies students.

### ***If I complete an M.Ed. can I then go on for a Ph.D. in the future?***

Yes. Students who complete an M.Ed. are eligible to apply for a Ph.D. program at the University of Minnesota. However, if you are looking to pursue a more research-focused track, it may benefit you to pursue an M.A. versus an M.Ed. before applying to a Ph.D. program. In certain areas, an M.A. may make you a more competitive Ph.D. candidate. If you are considering pursuing a Ph.D. in the future, talk to an adviser about your master's degree options.

### ***Who can get an endorsement?***

Any Minnesota licensed teacher looking to add a new field or scope to their existing license may be eligible for an endorsement. You may work on an endorsement program while simultaneously pursuing an M.Ed. degree. To determine whether you are eligible for an endorsement, contact SPS at: 612-625-6501 or [spinfo@umn.edu](mailto:spinfo@umn.edu).

### ***What are certificate programs?***

University-level certificates in CEHD offer a coordinated and coherent series of learning experiences in a specific program area. A certificate offers a shorter course of study than a degree. Certificates can serve as steppingstones to a degree, and as credentials to advance your education and career. A certificate typically requires at least 12 credits of coursework. When successfully completed, certificates are listed on a student's transcript. With program faculty approval, credits completed in a certificate program may be used in a degree program.

### ***As an international student, where do I go for assistance?***

Counseling, advising, and educational services are provided for students and scholars from other countries by International Student and Scholar Services (ISSS) in conjunction with professional advisers in SPS. Students may receive counseling and advising services regarding visa requirements and other immigration issues, social, personal, and financial matters; international and intercultural educational opportunities; academic issues; and

English language requirements.

Prior to your arrival on campus, general prospective student inquiries may be addressed to International Student and Scholar Services, 190 Hubert H. Humphrey Center, 301 19th Avenue South, Minneapolis, MN 55455 or call 612-626-7100 or visit the ISSS Web site at [www.iss.umn.edu/](http://www.iss.umn.edu/). International applicants who require an I-20 for a student visa must provide a Financial Certification Statement upon admission to a program. For assistance, contact SPS at 612-625-6501.

## **ADMISSION**

### ***What do I need for admission?***

Any student with a U.S. bachelor's degree or a comparable foreign degree from an accredited college or university may apply for admission to an M.Ed. degree, initial licensure, or certificate program within the College of Education and Human Development. Applicants with the necessary background for their chosen major field, an excellent scholastic record, and appropriate professional qualifications may be admitted for graduate work by the graduate faculty in the proposed major field. The college operational standard for admission is an undergraduate grade point average (GPA) of 2.80. However, the GPA requirement varies by program. Applicants should consult SPS and the department to which they are applying for more specific information about admission standards and requirements.

### ***Are U of M graduates more likely to be admitted to M.Ed. programs?***

The college is committed to recruiting, enrolling, and educating a diverse population of students that represents the overall composition of our society. The college gives equal consideration to students applying from within and outside of the university.

### ***How do I apply?***

Students are encouraged to contact an adviser for pre-application advising at least one year before their intended start date. Requests for program information and application materials should be made directly to SPS and should specify the appli-

cant's proposed major field and emphasis, degree objective, and desired date of entry. Application materials also are available online at [education.umn.edu/SPS/prospective/admissions/](http://education.umn.edu/SPS/prospective/admissions/).

**Transcripts**

Official transcripts of all previous postsecondary academic study must be submitted with the application. Official transcripts must be submitted in envelopes sealed by the issuing institutions.

Students who have attended any University of Minnesota campus (Twin Cities, Crookston, Morris, Duluth, Rochester, Waseca) are not required to submit their University transcripts.

If you graduated from a university outside of the United States, you must submit an English-language version of your transcript. Initial licensure and endorsement applicants must submit a transcript evaluated by a professional credential evaluation service. This process can take 4–6 weeks, so please plan in advance. A suggested provider of this service is Educational Credentials Evaluators (ECE) at P.O. Box 514070, Milwaukee, WI 53203-3470 414-289-3400, fax: 414-289-3411, and Web site: [www.ece.org/](http://www.ece.org/).

Request a “course-by-course” evaluation report.

**Test Scores**

Official score reports from one or more of the following tests may be required as part of the application process.

**Initial licensure candidates:**

Praxis I: Pre-Professional Skills Test (PPST)—required by the state of Minnesota from all who apply for a teaching license. For more information, call Educational Testing Service (ETS) at 1-800-772-9476 or visit the ETS Web site at [www.ets.org/](http://www.ets.org/). Computer-based testing for the PPST is available on-site. For more information call 612-624-5520.

**Environmental Education M.Ed. candidates:**

Graduate Record Examination (GRE) is required. For more information visit the ETS Web site at [www.ets.org/](http://www.ets.org/).

**Second Languages and Cultures initial licensure and endorsement candidates:**

Modern Language Assessment (MLA)—tests listening, reading, and writing skills in French, German, and Spanish.

Oral Proficiency Interview (OPI)—a standardized procedure for the global assessment of functional speaking ability. Prepare for an OPI by talking to people in the target language for sustained periods of time.

Applicants to the M.Ed./initial licensure program in second languages and cultures must score at the ADVANCED level of proficiency in the target language (Chinese, French, German, Hebrew, Japanese, Latin, Russian, and/or Spanish). Non-native speakers of English who seek licensure in ESL must demonstrate proficiency in English at the SUPERIOR level.

**International students:**

Test of English as a Foreign Language (TOEFL) and Michigan English Language Assessment Battery (MELAB)—One of these tests will be required of international applicants whose native language is not English. Those who will have completed coursework in residence as a full-time student at a recognized institution of higher learning in the United States before entering the University may be exempt and should inquire prior to taking either exam. The operational standard for admission is a TOEFL score of 550 on the paper version, or a score of 215 on the computer-based version. For the MELAB exam the operational standard is a score of 80; individual programs may require a higher score. For more information about the TEOFL exam, visit the ETS Web site at [www.ets.org/](http://www.ets.org/).

**Program Deadlines**

**M.Ed./Initial Licensure**

October 1 for spring admission to M.Ed./initial licensure programs in:

- Agricultural education
- Business education
- Early childhood and early childhood special education
- Family and consumer sciences
- Technology education

January 15 for summer admission to M.Ed./initial licensure programs in:

- Art education
- Elementary education
- English education
- English as a second language (See second languages and cultures)
- Mathematics education
- Physical education
- Science education
- Second languages and cultures
- Social studies education

March 1 for summer admission to M.Ed./initial licensure programs in:

- Family Education
- March 15 for summer admission to M.Ed./initial licensure programs in:
- Agricultural education
  - Business education
  - Early childhood education
  - Family and consumer sciences
  - Industrial education

June 15 for fall admission to M.Ed./initial licensure programs in:

- Agricultural education
- Business education
- Family and consumer sciences
- Industrial education

**M.Ed./Professional Studies Programs and Endorsements**

November 1 for spring admission, March 1 for summer admission, and July 1 for fall admission to M.Ed./professional studies programs in:

- Adult education
- Agricultural education
- Applied kinesiology
- Business and industry education
- Curriculum and instruction:
  - art education
  - early childhood education
  - elementary education
  - English education
  - instructional systems and technology education
  - interdisciplinary focus
  - mathematics education
  - science education
  - second languages and cultures education
  - social studies education
- Family education
- Human resource development
- Music education
- Physical education
- Recreation, park, and leisure studies
- Work, community, and family education

June 1 for fall admission to M.Ed./professional studies program in:

- Youth development leadership (Fall admission only)

July 1 for fall admission to M.Ed./  
professional studies program in:

**Curriculum and instruction:**  
environmental education  
(Fall admission only)

Application review begins March 1 for  
admission to M.Ed./professional studies in:

**Teacher leadership**  
(Fall admission only)

March 1 for admission to M.Ed./  
professional studies in:

**Special education** (note: this program  
can lead to initial licensure in  
special education)

### What if I miss a deadline but want to get started with some classes next term?

Most of the M.Ed./professional studies programs will allow students to begin their program as a graduate-level non-degree-seeking student. The non-degree-seeking status may be used by educators or education-related professionals wishing to take day courses or by persons needing to complete prerequisites for admission (no more than 40 percent of your M.Ed. degree coursework, including credits taken at other institutions, may transfer into your program. Contact SPS or your department for specific policies on transfer and non-degree credits). A bachelor's degree is required to apply as a non-degree-seeking student. Contact SPS for a non-degree application, or download it online at [education.umn.edu/SPS/programs/non-degree.html](http://education.umn.edu/SPS/programs/non-degree.html).

### Does the college have English language requirements?

If you are a non-native English speaker, you may be required to demonstrate English language proficiency. All international applicants must submit an official score report from the Test of English as a Foreign Language (TOEFL). This requirement is not influenced by your visa status. For more information see page 18 or contact SPS at 612-625-6501. You can also visit the ETS Web site at [www.ets.org/](http://www.ets.org/) for more information on the TOEFL exam.

### Is there a fee to apply to M.Ed. programs within CEHD?

Yes. All new applicants must submit a \$50 application-processing fee.

### If I am a U of M graduate, do I still have to pay an application fee?

If you completed your undergraduate degree at the U of M, you will be required to pay the \$50 M.Ed. application fee. If you are a current M.Ed. student or if you graduated from one of our M.Ed. programs within 5 years of a new application, you will not be required to submit a fee to apply for an M.Ed. or endorsement.

### If I am admitted to an M.Ed. program, how long do I have to decide whether to accept my admission?

M.Ed./professional studies and initial licensure candidates must submit an "intent to enroll" form within 10 days of the receipt of their admission letter. Initial licensure students will be required to submit a confirmation fee along with the CEHD "intent to enroll" form.

### Can I defer my admission?

M.Ed./professional studies candidates may defer their initial admission for up to one year. Requests for deferment must be made in writing to the SPS M.Ed. adviser within 10 days of receiving the admission letter.

M.Ed./initial licensure candidates' requests for deferment are considered on a case-by-case basis by program faculty, in consultation with professional advisers in SPS. All requests must be submitted in writing to: Coordinator, SPS, 110 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455 within 10 days of receiving the admission letter.

## Information for current students

### REGISTRATION

#### How do I find out what classes are offered?

The *Class Schedule* lists most course offerings for each academic term (fall, spring, intersession, and summer session). *Class Schedules* are available approximately one week prior to the first day of registration at all University Bookstore locations, as well as online at [onestop.umn.edu/schedule/html/tc.html](http://onestop.umn.edu/schedule/html/tc.html).

Courses offered by the College of

Education and Human Development are found in several designators: adult education (AdEd); agricultural, food, and environmental education (AFEE); business and industry education (BIE); child psychology (CPsy); curriculum and instruction (CI); education and human development (EdHD); educational policy and administration (EdPA); educational psychology (EPsy); family education (FE); human resource development (HRD); kinesiology (Kin); mathematics education (MthE); recreation, park, and leisure studies (Rec); sport studies (SpSt); and work, community, and family education (WCFE).

The *Course Guide* is also available each term. It is organized by department and provides detailed course descriptions as well as workload, grading, and exam information. *Course Guides* are available at all University Bookstore locations, as well as online at [onestop.umn.edu/guide/html/tc.html](http://onestop.umn.edu/guide/html/tc.html).

The college lists its summer offerings in greater detail, including special offerings, workshops and other professional development opportunities at [education.umn.edu/catalogs/](http://education.umn.edu/catalogs/).

### If I am not yet formally admitted to a degree program, may I register for classes?

As mentioned previously, qualifying students may register for non-restricted classes prior to admission to a degree program as a graduate-level non-degree-seeking student. Prospective students who want to complete prerequisite coursework or admitted students who are waiting to enroll in a degree program are the primary candidates for non-degree-seeking status. Students wanting non-degree-seeking status must complete a brief application and submit it to a registration specialist in SPS for processing. After the student is admitted into the college under this status, s/he may enroll in classes. For additional information, contact SPS at 612-625-5815 or visit [education.umn.edu/SPS/programs/non-degree.html](http://education.umn.edu/SPS/programs/non-degree.html).

### How do I complete my registration?

First, consult an adviser, then refer to

the *Class Schedule* (Section 1: Enrollment). The information there includes an enrollment checklist, details on enrollment options, and specific instructions for M.Ed. students in the College of Education and Human Development. If you have additional questions, contact a professional adviser or registration specialist in SPS at: 612-625-5815.

You have four enrollment options:

- Via the Web at [onestop.umn.edu/registrar/registration/](http://onestop.umn.edu/registrar/registration/) (We encourage you to register online as it ensures the most efficiency and accuracy.)
- Online at any campus computer terminal
- In person at a Student Services Center (200 Fraser Hall; 130 West Bank Union; or 130 Coffey Hall)
- or with SPS by mail (86 Pleasant Street SE, Minneapolis, MN 55455) or fax (612-626-1580).

#### **What is considered full-time graduate status?**

Full-time status is defined as six or more credits per semester; half-time status is three to five credits per semester. For additional information, see the *Class Schedule* or consult with the Office of Scholarship and Financial Aid at 612-624-1665.

#### **Do I really need proof of immunization in order to register?**

Yes, the University requires all students born after December 31, 1956, to provide documentation of two immunizations for measles, mumps, and rubella, and a tetanus-diphtheria immunization within the last 10 years. All students are legally required to provide immunization information (i.e., the month and year that the immunizations were received); students who fail to provide the required information will have a hold placed on their records and will not be allowed to enroll for classes. Students who graduated from a Minnesota high school in 1997 or later will be exempt from this policy. If you need any of the required immunizations or for more information, call the Boynton Immunization Clinic at 612-625-8900. The student services fee does not cover these immunizations.

#### **Is hospitalization insurance required?**

All students taking six or more credits are required to carry hospitalization insurance. Degree-seeking students who do not have their own insurance may purchase the University-sponsored health insurance. If you enroll in six or more credits and you don't have hospitalization insurance, you will automatically be enrolled in the University-sponsored plan when you enroll in courses. If you already have insurance (through your parents, employer, or spouse), bring the name of your insurance company or HMO and your policy number when enrolling and you will not be charged for the University sponsored plan. When registering online, you will be prompted to enter your health insurance information. Make sure to complete this section of your enrollment. Be prepared to provide written documentation of your coverage. For more information, call 612-624-0627.

#### **What about the University student health insurance plan?**

All students who pay the student services fee are eligible to receive most non-hospital medical services at Boynton Health Service (410 Church Street S.E., Minneapolis, MN 55455). For more information on insurance coverage and related fees, consult the student insurance office at 612-625-0627.

For more information on student healthcare services, visit Boynton's Web site at [www.bhs.umn.edu/](http://www.bhs.umn.edu/) or call 612-625-8400 and request a copy of the *Welcome to Boynton* brochure.

#### **Will I be assessed a technology fee even if I don't use campus computer labs or other technology?**

Yes, the technology fee is not a user fee. Rather, it is a fee to help build the technological infrastructure of the college, which aids and supports all students as they complete their program of study. The technology fee is mandated by central University administration, and each college establishes policy and fee structures; most range from \$75 to \$150 per term.

The CEHD technology fee will be assessed to all undergraduate, non-

degree-seeking, and M.Ed. students enrolled in the college and taking six credits or more. The college technology fee also is assessed to anyone enrolled in an education program through the Graduate School and taking six credits or more. All students taking less than six credits will be assessed a fee at a lower rate (see *Class Schedule*). Students enrolling in CEHD courses and not admitted to a program in another college also will be assessed the technology fee at the above rates. Questions or comments related to the use of the technology fee will be forwarded to the Committee on Academic Uses of Technology. Comments may be submitted to Mary Bents, assistant dean, at [mbents@umn.edu](mailto:mbents@umn.edu).

### **COLLEGE POLICIES**

#### **How many credits must I complete for my M.Ed. degree?**

All M.Ed. students must complete a minimum of 30 semester credits to qualify for the degree. Some programs may require more than 30 semester credits. Check with your faculty or SPS adviser to learn about specific credit requirements for your program.

#### **How much coursework can I transfer into my M.Ed. program from another institution?**

No more than eight adviser-approved graduate-level semester credits from an accredited institution other than the University of Minnesota-Twin Cities may be used to satisfy program requirements. Transferred coursework may be considered before or after admission to the program. Transfer credits vary from program to program. Check with an adviser in SPS to confirm the number of eligible transfer credits in your program of study.

#### **How many credits can I take as a graduate-level non-degree-seeking student before applying for an M.Ed. program?**

No more than 12 graduate-level credits may be completed at the University of Minnesota in your field of study or from other accredited institutions (see above) before formal admission to your

degree program. Check with an adviser from SPS for further guidance.

Students may not use undergraduate courses or those taken as an undergraduate-level non-degree-seeking student toward an M.Ed.

#### **How long can I take to complete an M.Ed. program?**

All work to be counted towards the M.Ed. degree must be taken within seven years of the oldest course being applied toward the program.

#### **What GPA must I maintain in my M.Ed. program in order to graduate?**

Students must maintain a 2.80 grade point average throughout their program. All GPA requirements for student teaching, internships, and graduation are computed using University of Minnesota-Twin Cities coursework only. Independent study courses are generally not accepted for an M.Ed. unless approved by an adviser.

#### **How many courses can I take pass/fail (S/N)?**

The college strictly limits the use of S-N grading. All major coursework must be taken A-F. No more than one-third of the credits for the M.Ed. degree may be taken S-N. Students are not permitted to change the grading option for a course after the second week of class.

#### **What if I want to change my major or add a second major?**

Students who wish to change or add a major must submit an application to do so. This application is available online at [education.umn.edu/sp/forms/](http://education.umn.edu/sp/forms/).

For more information, contact a program adviser in SPS.

#### **Can I get two M.Ed. degrees from the College of Education and Human Development?**

No. It is not possible to complete two M.Ed. degrees. However, upon adviser approval, you can complete a major in two different areas. As a requirement for a second major, students cannot apply more than one-third (1/3) of the credits (10 credits) earned in the first major towards the second major. Those credits may only be considered for the second major if

they meet the criteria for completion of the second major, e.g., completed within seven years; taken as a part of the first major after admission; meeting content requirements of the second major as determined by the program area faculty.

#### **How many credits can I transfer into my certificate program from another institution?**

With program faculty approval, no more than three credits from other institutions may be transferred into any certificate program.

#### **How long do I have to complete a certificate program?**

Beginning from the start of coursework to the awarding of the certificate, requirements must be completed within seven years. Some certificate programs may have stricter requirements.

#### **What if I need to stop attending school for a while?**

Your options will depend on your program of study and your particular situation. Students enrolled in a M.Ed./professional studies program have seven years from the oldest work for the degree to complete all program requirements. Thus, continuous enrollment is not required. If you have questions about this, contact your SPS M.Ed. adviser.

The M.Ed./initial licensure program presents a different scenario. Because most M.Ed./initial licensure programs admit a cohort\* of students annually and offer the curriculum on an annual cycle, students are expected to complete licensure requirements in 12–15 months from the term of enrollment. Requests for deferment are considered on a case-by-case basis by program faculty, in consultation with professional advisers in SPS. All requests must be submitted in writing to: Coordinator, SPS, 110 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455.

*\* A cohort completes a program as a group, taking all classes together at the same time and in the same sequence.*

## **PROGRAM COMPLETION**

#### **What are the academic guidelines I have to meet as a student?**

Overall academic performance and professional skills are evaluated by the faculty from the program area and the Student Scholastic Standing Committee (SSSC). When student performance is unsatisfactory, the SSSC helps students assess their academic status and advises students with respect to their academic progress. Students not making satisfactory academic progress may be placed on probation and must see a student progress adviser for registration approval.

All guidelines stated in this catalog are minimum requirements, and each program is free to set more specific terms to measure progress. Students should consult a CEHD program information sheet for major-specific criteria defining satisfactory progress toward their degree. Program changes must be requested formally by completing an official Request for Petition form, available in SPS.

#### **What do I need to do to complete my degree?**

M.Ed. degrees are awarded at the end of each month. To qualify for graduation for a particular month, a student must submit the CEHD Application for M.Ed. Degree form available at SPS or online at [education.umn.edu/SPS/current/applygrad.htm](http://education.umn.edu/SPS/current/applygrad.htm).

These forms must be submitted on or before the first workday of that month and students must complete all other requirements (including necessary forms and fees) by the last workday of that month. Students should meet with their faculty adviser to complete a program form.

Approved program forms and applications for degree should be submitted to SPS together. These two forms initiate degree clearance, the process by which advisers verify that all degree requirements have been satisfied. During the term in which you applied to graduate, you will receive a final notice of degree clearance from SPS. This will indicate any outstanding requirements, including any coursework currently in progress.

**When is my graduation?**

M.Ed. students can complete their degree during any month throughout the year. Once the degree is noted on the University transcript, the student has technically “graduated.” CEHD holds one commencement ceremony each year in May to recognize all students in the college who have graduated within that academic year. For more information about the commencement ceremony, contact SPS at 612-625-6501.

**What is the difference between licensure clearance and degree clearance?**

Students in the M.Ed./initial licensure programs must note an important distinction between licensure clearance and degree clearance. The curriculum for our 15-month licensure program meets licensure requirements in Minnesota. Upon completion of initial licensure program requirements the college’s licensure officer recommends the applicant for a license to the state Department of Children, Families & Learning. The final decision to award a license is made by the Minnesota Board of Teaching. Degree clearance is a separate process performed by the University.

**If I am an initial licensure student, when do I complete my degree?**

Newly licensed teachers typically teach for at least a year before completing the remaining few credits to complete the M.Ed. degree. (Family education and physical education students can finish the M.Ed. degree while completing licensure requirements.) Once you are ready to finish M.Ed. coursework, you can work with your faculty adviser to plan the remainder of your program. Contact SPS for registration information.

Once you have completed your final degree requirements, you should follow the above procedures for applying to graduate. At that time, your file is reviewed for degree clearance and the master’s degree is posted to your transcript.

**Once admitted to an initial licensure or endorsement program, how do I receive my teaching license?**

The University of Minnesota offers

licensure and endorsements programs in the following areas:

- Adult basic education** (adults)
- Agricultural education** (5–8 or 7–12)
- Business education** (5–8 or 7–12)
- Early childhood and early childhood special education** (birth–grade 3)
- Elementary education (K–6) with a specialty in one of the following:**
  - preprimary children (age 3–grade 3)
  - middle level (grades 5–8) in:
    - communication arts and literature,*
    - math, science, or social studies*
- Communication arts and literature** (5–8 or 7–12)
- English as a second language** (K–12)
- Family and consumer sciences** (5–8 or 7–12)
- Mathematics education** (5–8 or 7–12)
- Music, instrumental or vocal** (K–12)
- Parent and family education**
- Physical education** (K–12)
  - developmental/adapted physical education (preK–12)
- Science education**
  - chemistry (9–12)
  - earth and space science (9–12)
  - life science (9–12)
  - general science (5–8)
  - physics (9–12)
- Social studies education** (5–12)
- Special education**
  - deaf/hard of hearing (birth–12)
  - developmental disabilities (K–6)
  - early childhood special education (birth–age 6)
  - emotional/behavioral disorders (K–12)
  - learning disabilities (K–12)
- Technology education** (5–8 or 7–12)
- Visual arts education** (K–12)
- World languages and cultures** (K–12)
- Other areas**
  - school counselor (K–12)
  - school social worker (preK–12)
  - school psychologist (preK–12)
  - superintendent (K–12)
  - principal (K–12)
  - director of special education (all)
  - director of community education (all)

**For initial licensure candidates:**

Details of the licensure process and application materials are presented in a Professional Practice Seminar in the fall or spring semester.

To be licensed, students must complete all content, pedagogy, and clinical experience requirements as well as state-mandated requirements. Students’ performance will be assessed throughout the program according to Minnesota’s Standards of Effective Practice for Teachers. College faculty,

and experienced teachers will evaluate students at program completion for licensure recommendation.

State licensure application materials are available from SPS, 612-625-6501, or the Minnesota Department of Children, Families & Learning, 651-582-8691, [cfl.state.mn.us/licen/firsttime.html](http://cfl.state.mn.us/licen/firsttime.html).

All persons applying for a state of Minnesota teaching license shall be subject to a criminal background check and conduct review by the Commissioner of Children, Families & Learning and the Bureau of Criminal Apprehension. A fee will be assessed and must be paid by money order or cashier’s check.

The state of Minnesota requires that persons applying for a teaching license must pass the Praxis I: Pre-Professional Skills Tests for reading, writing, and mathematics. The test is administered by Educational Testing Service (ETS) and questions may be directed to that agency by calling (toll-free) 1-800-772-9476. The test may be taken either by pencil/paper (PPST) or by computer (CBT is offered on campus at 9 Eddy Hall, 612-624-5520).

Beginning September 1, 2001, all newly licensed teachers are required to complete tests in content and pedagogy. Contact SPS for specific information at 612-625-6501.

Nonnative English speakers and individuals with documented learning disabilities may be eligible for special accommodations for test-taking. Call ETS for additional information.

**For endorsement candidates:** In order to complete the endorsement process students must have the following items on file at SPS:

1. Application to the endorsement program
2. Official transcripts from all institutions you have previously attended
3. A copy of current teaching license
4. Copy of signed endorsement contract

*Additionally, students must submit the following to apply for licensure in Minnesota:*

5. Completed application for Minnesota teaching/administrative license. State licensure appli-

cation materials are available from SPS, 612-625-6501, or the Minnesota Department of Children, Families & Learning, 651-582-8691, [cfl.state.mn.us/licen/firsttime.html](http://cfl.state.mn.us/licen/firsttime.html).

6. Applicant Conduct Review Statement
7. Check/money order payable to the Commissioner of Children, Families & Learning
8. Licensure renewal form (if you wish to renew your current license at this time)
9. Finger print card and money order for the Bureau of Criminal Apprehension (BCA)(required only for individuals seeking an initial license in special education, parent education, or adult basic education)
10. Official University of Minnesota transcript in a sealed envelope.

State mandated tests will be required of endorsement applicants if seeking a license in a new content area.

All endorsement materials should be mailed directly to SPS, 110 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455.

### How can I get a teaching license in another state?

You will need to contact the teacher licensure office in the state where you want to be licensed. Most states have this information available online.

## TUITION, FINANCIAL AID, SCHOLARSHIPS, AND EMPLOYMENT

### What is the average cost of tuition for one year of full-time graduate study in the College of Education and Human Development?

Please refer to the *Class Schedule* (Section 2: Tuition and Fees) for detailed information on tuition rates, student service fees, course fees, health insurance, billing and payment dates and processes, refunds, residency, reciprocity, veterans certification, and tuition benefits for graduate assistants.

Each year tuition rates will be determined by the University of Minnesota Board of Regents before fall term. Refer to the current *Class*

*Schedule* for tuition rates. For more information, see [www.onestopumn.edu/Finances/](http://www.onestopumn.edu/Finances/).

### How are residency and reciprocity established?

Because the University is a state institution, Minnesota residents pay lower tuition than nonresidents. To qualify for resident status, students must reside in Minnesota for at least one calendar year before the first day of class attendance. Residents of North Dakota, South Dakota, Wisconsin, or Manitoba may qualify for reciprocity privileges, with tuition rates lower than for nonresidents and, in some cases, comparable to resident rates. Residents of Kansas, Michigan, Missouri, or Nebraska may qualify for tuition discounts through the Midwest Student Exchange Program.

For more information, contact the Resident Classification and Reciprocity Office, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 or call 612-625-6330.

### What kind of financial support is available other than student loans?

All students are encouraged to complete a Free Application for Federal Student Aid (the FAFSA form), whether or not you think you will want a student loan. It is often difficult for students to anticipate every possible need during the course of a program, and it is useful and timely to have the FAFSA already on file should your financial plans change unexpectedly. FAFSA forms for the next academic year are available after January 1. For walk-in advising or to pick up forms, visit the Office of Scholarships and Financial Aid (OSFA) in 200 Fraser, 106 Pleasant Street S.E., Minneapolis, MN 55455 or call 612-624-1665 or visit [onestop.umn.edu/Finances/](http://onestop.umn.edu/Finances/). Summer aid requires a separate, supplemental application.

### Scholarships and fellowships

In addition to financial aid opportunities offered by the University, the college and the Graduate School administer several scholarship programs, which are available throughout the academic year. Some have

fairly rigid qualifications while others are quite broad. Students are encouraged to submit applications to any and all for which they meet the qualifications. Surprisingly, the applicant pools are often smaller than you might think. M.Ed. students often are eligible for Graduate School scholarships and fellowships as well. For more information, visit [education.umn.edu/SPS/awards/](http://education.umn.edu/SPS/awards/) or pick up a scholarship brochure at SPS. You can also visit the Graduate School Fellowship Office at 309 Johnston Hall, 101 Pleasant Street S.E., Minneapolis, MN 55455 or call 612-625-7579 for additional scholarship information.

### Student loan cancellation and deferment options

If you have a loan from the Federal Perkins Loan Program, you may be eligible for loan cancellation in exchange for full-time teaching in certain areas.

If you have a loan(s) from the Federal Direct Loan Program or the Federal Family Education Loan Program, you may be eligible for deferment if you are teaching full-time in a teacher shortage area. These loans include Federal Stafford loans, Federal PLUS loans, Federal Consolidation loans, and loans offered in earlier years through the Guaranteed Student Loan Program.

For more information, visit the U.S. Department of Education at [www.ed.gov/offices/OSFAP/Students/repayment/teachers/](http://www.ed.gov/offices/OSFAP/Students/repayment/teachers/).

### Should I plan to work while in the program? How much can I work?

Different programs of study will place different demands on a student's time. In general, it is recommended that students enrolled in full-time initial licensure programs limit their work obligations to 15–20 hours per week. However, it is up to the student to balance the financial need to work against the demands of the program of study.

Students in the professional studies track often continue their full-time teaching positions or other employment while completing their program requirements on a part-time basis in the evenings.

### How do I secure a graduate assistantship?

The key to securing an assistantship is to be proactive. If you are interested in seeking a graduate assistantship, visit the Graduate Assistant Employment Web site at [www.umn.edu/ohr/gao/](http://www.umn.edu/ohr/gao/) to view campus-wide departmental listings. If nothing appropriate seems available, it is wise to talk to your faculty adviser, your department's director of graduate studies, or even the department chair. For more information, contact the Graduate Assistant Employment office at 612-624-7070 or [gaoinfo@umn.edu](mailto:gaoinfo@umn.edu) or see their Web site at [www.umn.edu/ohr/gao/](http://www.umn.edu/ohr/gao/). For detailed information regarding graduate student benefits and policies, refer to the *Handbook for Graduate Assistants* and *Grapevine*, a newsletter for graduate assistants.

## U OF M POLICY STATEMENTS

### University e-mail policy

The University-assigned student e-mail account shall be the University's official means of communication with all students. Students are responsible for all information sent to them via the University assigned e-mail account. If a student chooses to forward the University e-mail account, he or she is still responsible for all the information, including attachments, sent to the University e-mail account.

For information about setting up your e-mail account, visit [www.umn.edu/welcome/](http://www.umn.edu/welcome/) or contact Academic Distributed Computing Services (ADCS) at 612-626-4276, [www.umn.edu/adcs/infol/accounts.html](http://www.umn.edu/adcs/infol/accounts.html).

### Equal opportunity

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

In adhering to this policy, the University abides by the Minnesota Human Rights Act, Minnesota Statute Ch. 363; by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the require-

ments of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the Americans With Disabilities Act of 1990; by Executive Order 11246, as amended; by 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be directed to Julie Sweitzer, Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 419 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455, 612-624-9547.

### Disability access

The College of Education and Human Development provides reasonable accommodations for students with disabilities (physical, learning, health, etc.), which includes physical accessibility as well as necessary instructional modifications. Documentation of a student's disability is required and should be on file at Disabilities Services (see contact information below). To the extent required by federal and state law, and with great sensitivity for confidentiality, the dean and/or appropriate college staff may have access to the information in order to make determinations about accommodations necessary to meet the needs of the student. For more information, contact Disability Services, 30 Nicholson Hall, 216 Pillsbury Dr. S.E., Minneapolis, MN 55455 or call 612-626-1333.

### Grievance policy

Students with grievance issues should direct questions to the Student Dispute Resolution Center at 612-625-5900, send an e-mail to [sos@umn.edu](mailto:sos@umn.edu), or visit [www.tc.umn.edu/~sos/](http://www.tc.umn.edu/~sos/).

### Student conduct

A *Statement of Standards of Student Conduct Enforceable by University Agencies* is available from Student Judicial Affairs. The full document presents the comprehensive institutional conduct code, including statements on scholastic dishonesty and falsification of records, as well as the

policy statement on sexual harassment and institutional commentary on consensual relationships.

### Access to educational records

In accordance with regents' policy on access to student records, information about a student generally may not be released to a third party without the student's permission. (Exceptions under the law include state and federal educational and financial aid institutions.) Some student information—name, address, electronic (e-mail) address, telephone number, dates of enrollment and enrollment status (full-time, part-time, not enrolled, withdrawn and date of withdrawal), college and class, major, adviser, academic awards and honors received, and degrees earned—is considered public or directory information. Students may prevent the release of public information. To do so, they must notify the records office on their campus.

Students have the right to review their educational records and to challenge the contents of those records. The regents' policy is available for review on the Web at [www.umn.edu/regents/policies/administrative/StudentRecords.html](http://www.umn.edu/regents/policies/administrative/StudentRecords.html), at 200 Fraser Hall, Minneapolis, and at records offices on other campuses of the University.

Questions may be directed to the Office of the Registrar, 200 Fraser Hall, 612-625-5333.

### Extracurricular events

No extracurricular events requiring student participation may be scheduled from the beginning of study day to the end of finals week. Exceptions to this policy may be granted by the Senate Committee on Educational Policy. The Senate advises all faculty that students who are unable to complete course requirements because of approved events during finals week will be provided an alternative and timely opportunity to do so.

### Smoke-free campus

Smoking is prohibited in all facilities of the University of Minnesota-Twin Cities campus except for designated private residence hall rooms.

# Course descriptions

## Adult Education (AdEd)

### AdEd 5001W. Survey: Human Resource Development and Adult Education. (3 cr; \$HRD 5001W)

Overview of fields of human resource development and adult education. Includes societal context, systems theory, processes, definitions, philosophies, goals, sponsoring agencies, professional roles, participants, and resources. Emphasis on the unique characteristics and ways the fields overlap and enhance one another.

### AdEd 5101. Strategies for Teaching Adults. (3 cr; AF only)

Psychological theories of adult learning; learning styles and personality types; teaching styles; group and team learning; moderating and study circles; teaching technologies and distance learning; gender, race, and cultural communication. Applications of strategies.

### AdEd 5102. Perspectives of Adult Learning and Development. (3 cr)

Emphasis on major adult development theorists, theories, and current applications. Transformative learning, self-directed learning, experiential learning, and cooperative learning provide theoretical framework for exploring physiological, psychological, sociological, and cultural aspects of adult development through the life span.

### AdEd 5103. Designing the Adult Education Program. (3 cr; AF only)

Designing and implementing educational programs for adults. Application of concepts, theories, and models in different adult learning situations.

### AdEd 5196. Field Experience in Adult Education. (3-6 cr [max 6 cr]; SN only)

Supervised fieldwork and practice. Presentations and evaluations of adult education practices.

### AdEd 5201. Introduction to Adult Literacy. (3 cr)

Definitions of literacy: workplace, community and family. Issues: poverty, welfare, ethnicity, cultural diversity, social class, language and learning, immigrants. Review of literacy programs, funding, and professionalization. Reaching and recruiting undereducated adults. The role of the family and schools; community, state and local government. New social action approaches required for licensure.

### AdEd 5202. Assessment of Adult Literacy. (3 cr)

Assessment of adult literacy problems as they affect work, family, and community. Setting educational goals; formal versus informal assessment; case studies; educational planning.

### AdEd 5203. Methods of Teaching Adult Literacy. (3 cr)

Approaches to teaching reading, writing, and mathematics to adults. Technology as a teaching tool. Teaching students with disabilities. Cultural and gender differences. English as a second language. Evaluation of commercial materials and software.

### AdEd 5301. Survey of Distance Education. (3 cr)

Survey of distance education concepts, theory, history, present practice, delivery systems, course design, major issues, and future directions.

### AdEd 5302. Continuing Education for Professionals. (3 cr)

Analysis of philosophies, issues, policies, trends, professional needs, and statutory requirements in continuing professional education programs. Role of the program director and organization.

### AdEd 5303. Working with Volunteers in Community Settings. (3 cr)

Uses collaborative, experiential methods to address fundamental issues and practices in volunteer development. Explore personal philosophies, staffing, and key issues and trends in the administration of volunteer programs.

### AdEd 5611. Futurism in Human Resource Development and Adult Education. (3 cr; \$HRD 5611)

Implications of future developments in areas of theory/practice in human resource development and adult education.

### AdEd 5612. Managing and Consulting in Human Resource Development and Adult Education. (3 cr; prereq AdEd/HRD 5001, \$HRD 5612)

Theory of managing and consulting in human resource development and adult education. Assessment of role requirements and experimentation with practical management and consultation processes and techniques.

### AdEd 5700. Special Topics in Adult Education. (1-8 cr [max 12 cr])

Exploration of issues, methods, and knowledge in areas of adult education. Content varies.

## Agricultural, Food, and Environmental Education (AFEE)

### AFEE 5111W. Agricultural Education: Methods of Teaching. (4 cr)

Use of teaching resources; principles of teaching and learning; problem-solving techniques, lesson plan construction for large group, small group, and individual investigations; student management; and assessment.

### AFEE 5112. Agricultural Education Program Organization and Curriculum for Youth. (4 cr)

Development of community school program in agriculture, agribusiness, and environ-

mental science that meet graduation outcomes and determine student needs. Use classroom, FFA, and supervised agricultural experiences to develop activities.

### AFEE 5113. Adult Agricultural Education Program Development and Technology. (3 cr; AF only)

Organization and implementation of education programs for farmers, farm managers, and agribusiness personnel using community and environmental resources, agricultural and instructional technology, and management information systems to attain family and business goals.

### AFEE 5114. Agricultural Education Teaching Seminar. (1 cr)

Reflective learning on teacher preparation experience; identify issues and problems facing the discipline; needs for continual preparation and program adjustment.

### AFEE 5220. Special Topics in Agriculture Education and Extension. (1-3 cr [max 12 cr])

Content varies by offering.

### AFEE 5231. Agricultural Education Curriculum K-12. (2 cr; AF only)

Philosophy, organization, and administration of instruction in agricultural education programs at the elementary, middle, and high school levels.

### AFEE 5233. Advanced Procedures in Teaching Agricultural Education. (2 cr; AF only)

New developments in methodology; assessment of innovations and procedures; consideration of various levels of instruction.

### AFEE 5235. Advanced Supervised Agricultural Experience Programs. (2 cr)

The organization and administration of agricultural experience programs for middle and secondary students: career exploration, improvement projects, experiments, placement in production/business/community settings, entrepreneurship. Current state and national programs and resource material.

### AFEE 5237. Mentorship for Supervising Agricultural Education Teachers. (2 cr)

Professional development training for experienced teachers to serve as mentors for beginning and student teachers of agricultural education. Emphasis on supervision and assessment of teaching performance. Focus on critical period of induction into the teaching profession.

### AFEE 5239. Program Organization and Management in Agricultural Education. (2 cr)

Analysis of organization, management, and assessment of agricultural education programs at the middle, high school, and adult levels.

## KEY TO SYMBOLS

- § Credit will not be granted if credit has been received for the course listed after this symbol.
- ¶ Concurrent registration is required (or allowed) in the course listed after this symbol.
- # Approval of the instructor is required for registration.
- Δ Approval of the department offering the course is required for registration.

## KEY TO ABBREVIATIONS

- CBI Computer-based Instruction
- CEHD College of Education & Human Development
- ECE Early Childhood Education
- ECSE Early Childhood Special Education
- ESL English as a Second Language
- FOE Foundations of Education
- PsyF Psychological Foundations of Education
- SLC Second Languages and Cultures
- YDL Youth Development Leadership

**AFFE 5280. Current Issues for the Beginning Agricultural Education Teacher.** (1-3 cr [max 3 cr]) Reflection, analysis on current problems and issues confronting beginning teachers of agricultural education. Issues in teaching methods, classroom and program management, discipline, curriculum, FFA and SAE development, school-to-work relationships.

**AFFE 5290. Seminar: Current Issues in Agricultural Education and Extension.** (1-3 cr [max 6 cr]) Exploration of current issues in agricultural education and extension, strategies of response, implications of response actions, and related leadership roles.

**AFFE 5296. Professional Experience Practicum in Agricultural Education and Extension.** (1-4 cr) Observation, study, and experience in agricultural business and industry; identification of educational problems observed in the agricultural industry; evaluation of personal experience.

**AFFE 5331. History, Philosophy, and Systems of Extension.** (3 cr; AF only) History and philosophy of extension; modification and adaptation to worldwide methods and approved practices; extension methodologies; innovative approaches; systems appropriate to development environments.

**AFFE 5341. Global Program Delivery Techniques and Technology of Extension.** (2 cr; §WCFE 5341; AF only) Educational activities, teaching, and communications methods and techniques, from outreach to extension services, with an emphasis on youth and adult education programs in different global settings.

**AFFE 5351. Methods for Change in Developing Countries.** (3 cr; §WCFE 5351; AF only) Strategies and methodologies promoting change in developing countries. Examination of sociological and cultural parameters of improved practices in rural, community, and agricultural development. Project planning, implementation, and evaluation related to change in developing countries.

**AFFE 5361. World Development Problems.** (3 cr; AF only) Introduction to development problems throughout the world. Development in Third World countries. Examples of First World development problems. Interdisciplinary focus on population, health and disease, education, agriculture, industry, finance, politics, and human rights.

**AFFE 5371. Farming Systems Research and Extension.** (3 cr; AF only) Introduction to the theory and practice of linking farming systems, research, and extension. An interdisciplinary and holistic approach to rural development for individuals and communities throughout the world.

**AFFE 5993. Directed Study in Agricultural Education and Extension.** (1-9 cr) Topics may be chosen to permit study of areas within education or to supplement areas of inquiry not provided in the regular course structure.

**AFFE 5995. Integrating Paper—Master of Education: Agricultural and Extension Education.** (1-4 cr; AF only) Students prepare paper dealing with issues in agricultural education applied to professional responsibilities.

## Business and Industry Education (BIE)

**BIE 5001. Teaching Marketing Promotion.** (3 cr; AF only) Materials, methods, and approaches to teaching marketing promotion. Covers the basic elements of the marketing mix: advertising, promotion, public relations, direct selling, visual merchandising, and direct marketing.

**BIE 5011. Introduction to Computer Applications.** (3 cr) Instructional uses of computers and representative business and marketing education applications, including word processing, databases, spreadsheets, and graphics.

**BIE 5012. Advanced Word Processing.** (3 cr; prereq 5011 or equiv) Develop and apply solution methods for office problems using word processing software, including advanced editing, printing, and desktop publishing capabilities.

**BIE 5013. Spreadsheet Analysis Using Computers.** (3 cr; prereq 5011 or equiv) Develop expertise in using spreadsheets to analyze data, monitor business records, and create models.

**BIE 5014. Database Computer Applications.** (3 cr; prereq 5011 or equiv) Examination of business needs requiring computerized databases. Using database software to develop, maintain, and prepare reports.

**BIE 5015. Integrated Computer Applications in Business and Marketing Education.** (3 cr; prereq 5011, 5012, 5013, 5014 or equiv) Use of realistic business computer problems requiring the integration of two or more application packages. Pedagogical issues of learning advanced computer application capabilities and teaching similar applications to designated groups of learners.

**BIE 5080. Special Topics in Business and Industry Education.** (1-4 cr [max 4 cr]) Content varies by offering.

**BIE 5101. Technological Problem Solving.** (3 cr; prereq 3111, 3112, 3121, 3122; AF only) Capstone technology education course in which students research problems relative to various technological systems and develop solution(s) to the identified problems.

**BIE 5151. Technical Development: Specialized.** (1-12 cr [max 12 cr]; prereq #; AF only) Students select and study technical processes and principles based on the particular subjects they plan to teach. Experiences allow students to integrate specialized technical instruction in advanced and emerging areas.

**BIE 5321. Vocational Guidance in Business and Industry Education.** (2 cr; AF only) Self assessment, use of occupational and labor market information, job seeking skills, work

and work satisfaction. For industrial teachers and trainers in school and industry settings.

**BIE 5325. Foundations of Industrial Education.** (3 cr) Social, economic, psychological, philosophical, legislative, and pedagogical foundations of industrial education in the United States. Comparison with selected foreign countries. Analysis of contemporary trends against backdrop of early foundations.

**BIE 5344. Facilities Management in Business and Industry.** (3 cr; prereq 3112; AF only) Planning, evaluating, and managing industrial education shop and lab facilities.

**BIE 5365. Curriculum Development in Technology Education.** (3 cr) Conceptualization and derivation of content for the K-12 technology curriculum. Comparison of U.S. approaches to technology curriculum with selected countries.

**BIE 5401. Introduction to Business and Marketing Education.** (3 cr) Conceptual models of business and marketing education useful in the design and delivery of business and marketing education programs in secondary and postsecondary schools, adult education settings, and business and industry.

**BIE 5440. Business and Industry Observation and Seminar.** (1-3 cr [max 6 cr]) Current operating practices and career opportunities in business and industry. Planned experiences in work environments and related seminars.

**BIE 5452. Methods of Teaching Business Concepts.** (3 cr) Recent research and developments in teaching business concepts related to economics, business organization and management, business law, entrepreneurship, marketing, international business, information systems, accounting, risk management, and personal finance.

**BIE 5457. Methods of Teaching for Business Employment.** (3 cr) Recent research and developments in teaching for business employment, including administrative support positions, accounting and information processing, marketing, sales, computer operations, and other occupations using desktop computing.

**BIE 5463. Methods in Teaching Keyboarding and Word Processing.** (2 cr; AF only) Implementing keyboarding and word processing; effective teaching strategies; expected learner outcomes; evaluation methods; selecting hardware; instructional materials (including print, software, Internet); organizing and managing labs.

**BIE 5475. Curriculum Development for Business and Marketing Education.** (2 cr; AF only) How to prepare programs of instruction, identify/make decisions regarding course content for business/marketing courses at secondary/postsecondary level.

**BIE 5596. Occupational Experience in Business and Industry.** (1-10 cr [max 10 cr]; prereq #; SN only) Observation and employment in business and industry to developing technical or occupational competencies; 100 clock hours of supervised work experience per credit.

**BIE 5597. Internship: Business and Industry Education.** (1-8 cr [max 12 cr]; prereq #; SN only)

Practical experience in business or industry as a professional educator or supervisor. Requires an integrative paper.

**BIE 5605. Critical Issues in Business and Industry.** (3 cr)

Identification and analysis of current major issues in business and industry education.

**BIE 5624. Sales Training.** (3 cr; §HRD 5624; AF only)

Training competent customer service employees as part of a marketing strategy. Explore training strategies using the appropriate instructional methods for different settings and situations.

**BIE 5625. Technical Skills Training.**

(3 cr; §HRD 5625)

Analyze technical skills and training practices in business and industry; systems and process analysis; troubleshooting of work behavior; design methods and developing training materials.

**BIE 5626. Customer Service Training.**

(3 cr; §HRD 5626; AF only)

Overview of customer service strategies used by successful organizations and training practices used to develop customer-oriented personnel.

**BIE 5627. Management and Supervisory Development.** (3 cr; §HRD 5627)

Problems, practices, programs, and methodologies relating to the training and development of managers and supervisors, including needed competencies, needs assessment, delivery modes, and evaluation.

**BIE 5628. Multimedia Presentations in Business.**

(3 cr; prereq 5011 or equiv, §HRD 5628)

Designing, creating, and presenting information using multimedia resources in business settings.

**BIE 5662. Computer Training in School and Industry Settings.**

(3 cr; prereq 5011 or equiv, §HRD 5662)

Alternative teaching practices for business applications software: word processors, spreadsheets, graphics, desktop publishing, databases, and communications; public school and industry settings.

**BIE 5796. Field-Based Projects in Business and Industry.** (1-4 cr [max 4 cr]; SN only)

Curricular, instructional, developmental, or evaluative problems and projects applicable to local school or business and industry situations.

**BIE 5801. The Business of Tourism.** (3 cr; AF only)

Introduction to major theories, concepts, skills, and techniques influencing tourism business/industry.

**BIE 5802. Education and Human Resource Development Through Tourism.**

(3 cr; §HRD 5802; AF only)

Policies/practices of education and human resource development in tourism industry.

**BIE 5993. Directed Study in Business and Industry.** (1-4 cr [max 4 cr])

In-depth individual inquiry in the content areas related to business and industry.

**Child Psychology (CPsy)****CPsy 4302. Infant Development.**

(4 cr; prereq 2301 or #; AF only)

Perceptual, motor, emotional, social, and cognitive development during the first two years of life; the developing infant in his or her social and physical environment.

**CPsy 4303. Adolescent Psychology.**

(4 cr; prereq Psy 1001; AF only)

Overview of development in the second decade of life. Interactions of adolescents with family, school, and society.

**CPsy 4310. Special Topics in Child Development.**

(1-4 cr [max 12 cr]; prereq Psy 1001; AF only)

Topics/credits vary.

**CPsy 4311. Behavioral and Emotional Problems of Children.** (4 cr; prereq intro psych; AF only)

Behavioral and emotional problems of children and adolescents; psychopathology contrasted to normal development; symptoms, causes, course, and prevention of common disorders, excluding physical and sensory handicaps.

**CPsy 4313. Disabilities and Development.**

(4 cr; prereq Psy 1001)

Surveys all areas of exceptionality. Mental, hearing, vision, physical, speech, language handicaps. Learning disabilities. Autism. Emotional/behavior disorders. Giftedness.

**CPsy 4329. Biological Foundations of Development.** (4 cr; prereq 2301 or equiv; AF only)

Evolutionary theory and behavioral genetics applied to understanding of development of human behavior; formation of species-typical adaptive behavior and individual differences in infancy, childhood, and adolescence.

**CPsy 4331. Social and Personality Development.**

(4 cr; prereq 2301, Psy 1001; AF only)

Development of social relations and personality; research, methodology, and contrasting theoretical perspectives. Survey of findings on interpersonal relationships, the concept of self, prosocial and antisocial behavior, and acquisition of social roles.

**CPsy 4334W. Children, Youth in Society.**

(4 cr; prereq 2301; AF only)

Child development principles relative to social policy decision making. Issues in applying theories, findings to problems (e.g., media influences, mainstreaming, day care, child abuse, effects of peers).

**CPsy 4336W. Development and Interpersonal Relations.** (4 cr; prereq 4331; AF only)

Processes and functions of interactions with parents and peers; analysis of theory and research on developmental changes and influences.

**CPsy 4341W. Perceptual Development.**

(4 cr; prereq 2301)

Perceptual learning, development of sensory/perceptual processes.

**CPsy 4343. Cognitive Development.**

(4 cr; prereq 2301; AF only)

Cognitive processes; relevant theory, research literature, and methodology.

**CPsy 4345. Language Development and Communication.** (4 cr; prereq 2301; AF only)

Structure and function of language; factors

influencing development; methodological problems, language scales, theories.

**CPsy 4993. Directed Instruction in Child Psychology.**

(1-4 cr [max 8 cr]; prereq 4 cr CPsy, #; SN only)

Students serve as teaching assistants or peer advisers.

**CPsy 4994. Directed Research in Child Psychology.**

(1-4 cr [max 8 cr]; prereq 4 cr CPsy, #)

Individual empirical investigation. Students help plan/implement scientific studies, gain experience/expertise in methodology of research.

**CPsy 4994H. Directed Research in Child Psychology (Honors).**

(1-6 cr [max 6 cr]; prereq 4 cr CPsy, CPsy honors, #)

Individual empirical investigation. Students help plan/implement scientific studies while gaining experience/expertise in research methodology.

**CPsy 4996. Field Study in Child Psychology.**

(1-4 cr [max 8 cr]; prereq 4 cr CPsy, #; SN only)

Independent reading. Varies depending on student's specific area of interest. Students receive credit while interning in metropolitan area.

**Curriculum and Instruction (CI)****CI 5008. Theory and Practice of Teaching Art in Elementary Schools.** (1-2 cr; AF only)

Art concepts, skills, processes appropriate for elementary school. Methods of art instruction. Children's production of/responses to art.

**CI 5045. Advanced Contemporary Crafts.**

(2 cr; AF only)

In-depth experiences in craft techniques, including ceramics, fibers, jewelry, and metal design, with emphasis on design analysis, understanding of materials, and mastery of processes.

**CI 5049. Art Media Techniques.** (1-4 cr; AF only)

Lectures, demonstrations, studio labs and critique session on creative processes; handling specific media. Topic varies.

**CI 5050. Issues in Art Education.** (1-4 cr [max 12 cr])

Issues/trends, current practices, recent research.

**CI 5052. Introduction to Art Therapy.** (2 cr; AF only)

History, current conceptions, and practices of art therapy.

**CI 5055. Postmodern Visual Culture and Global Education.** (1-3 cr; prereq grad student; AF only)

Representations of knowledge. Postmodern conditions of education and relationships to the influences of visual culture. Introduction to issues concerning the value and importance of visual imagery; influence of computer networking, mass communication, and other image sources.

**CI 5065. Improving Art Programs in the Schools.**

(3 cr; prereq Art Ed init lic students; AF only)

Issues of art instruction, including teaching methods and evaluation, philosophical frameworks of pedagogy, and institutional issues concerning art programs in primary and secondary schools; social and cultural structures of schooling, practical issues of teaching art.

**CI 5069. Curriculum Innovations in Art Education.** (3 cr; AF only)

Study and analysis of innovations; evaluation of materials for teaching units and projects.

**CI 5075. The Social and Historical Foundations of Art Education.** (1-3 cr; prereq grad student; AF only)

Issues of culture in education; examination of various forms of art as representations of knowledge, belief, and cultural capital. Epistemology, the meaning of function, and the conceptual location of visual culture in education and general culture. Seminar discussions include problems of cross-cultural and multicultural art education.

**CI 5078. Application of Aesthetic Theory in Education.** (2 cr; AF only)

Contemporary theories of art; psychological and philosophical foundations. Open to teachers, supervisors, and administrators concerned with art in general education at all levels.

**CI 5096. Art Education: Practicum.** (1-6 cr [max 6 cr]; AF only)

Issues of art instruction, including teaching methods and evaluation, philosophical frameworks of pedagogy, and institutional issues concerning art programs in primary and secondary schools. Practicum requires students to work in a public school setting.

**CI 5097. Student Teaching in Art Education.** (8 cr; prereq Art Ed init lic student; SN only)

Observation of, participation in, and supervisory experiences with various types and levels of art classes.

**CI 5111. Introduction to Elementary School Teaching.**

(3 cr; prereq FOE major or Elem Ed init lic; AF only)

Curriculum organization, instruction, management, assessment, professional decision making.

**CI 5113. Classroom Management in the Elementary School.** (3 cr)

For teachers, administrators, and support staff working in elementary school programs. Focus on management of student behavior, instruction as it relates to student behavior, and teacher organizational tasks in the classroom.

**CI 5131. Introduction to Curriculum Studies.** (3 cr; prereq grad student; AF only)

Curriculum theory and practice. Definitions of curriculum, historical and current issues in curriculum, principles and theories of curriculum, and alternative models and methods of design and evaluation.

**CI 5133. Curriculum Planning and Design.** (3 cr; prereq grad student; AF only)

Application of the theoretical and practical bases of disciplinary and interdisciplinary curriculum design to the problem of designing, implementing, and evaluating the quality of a course or program of study.

**CI 5137. Multicultural Gender-Fair Curriculum.** (3 cr; prereq grad student; AF only)

Issues related to diversity in learning settings and the exploration of culture in educational contexts. Explores rationale for and process of considering a multicultural and gender-fair curriculum; cultural issues inherent in cur-

ricular change; language, culture, sexual preference, special needs students, and the conflicts between culture and curriculum.

**CI 5138. Multicultural and Moral Perspectives on Classroom Instruction.**

(3 cr; prereq MEd or PhD student)

Factors leading to effective communication in ethnically diverse classroom, preschool to adult. Communication techniques and classroom structures that have cultural and moral implications.

**CI 5139. Moral Education Programs.**

(3 cr; prereq social or moral development course)

Review of history, traditions, and efficacy of moral education programs in the schools; current school and district programs. Includes site visits to schools that are implementing social skills programs.

**CI 5141. Reflective Teaching and Professional Ethics.** (3-4 cr; prereq tchg license and one yr tchg exper)

Students develop their professional identities as educators by considering their world views and values in relation to their professional role and responsibilities in the context of a diverse society. Encourages reflective practice and critical review of research.

**CI 5147. Language, Culture, and Education.**

(3 cr; prereq MEd or grad student; AF only)

Applies current sociolinguistic and discourse theory/research to study of relationships between language and culture in educational settings: language curriculum and instruction; classroom language use; borders between school and home/community language use; and educational policies on literacy/second-language instruction.

**CI 5149. Issues of Diversity in Schools and Classrooms.**

(3-4 cr; prereq Teacher Leadership or grad student)

Examination of issues in schools and classrooms that affect people from diverse groups, using historical, communication, value, and intercultural frameworks.

**CI 5150. Curriculum Topics.** (1-6 cr [max 12 cr])

Special topics, current trends in curriculum. Subject integration, curriculum contexts, development, implementation, evaluation.

**CI 5155. Contemporary Approaches to Instruction and Assessment.** (3 cr; prereq grad student; AF only)

Examination of a variety of contemporary approaches to instruction and assessment, as well as the skills to implement these approaches.

**CI 5162. Peer Coaching for Teachers.**

(1-2 cr; prereq tchg exper; AF only)

Teachers coaching teachers; acquiring concepts, skills, and dispositions necessary for observing classroom instruction and providing constructive feedback.

**CI 5172. Teaching Students with Learning Difficulties.** (3 cr; prereq elem tchg exper or #; AF only)

Theory and practice in teaching students with learning difficulties across the curriculum.

**CI 5177. Practical Research.** (3 cr; prereq Teacher Leadership or CI MEd student; AF only)

Preparation for identifying a research and development topic, reviewing the existing knowledge on the topic, planning and car-

rying out a project, further investigating the topic, and writing a report on the project.

**CI 5178. Project in Teacher Leadership.** (3-6 cr; prereq Teacher Leadership MEd student, §EdPA 5361)

Create, implement, evaluate, and present a leadership project designed to initiate positive change in educational environments. Review related literature, proposal development, project development, implementation/evaluation, critical reflection. Share learning outcomes.

**CI 5181. Clinical Experience in Elementary School Teaching.** (4-8 cr; prereq FOE major or Elem Ed init lic student; SN only)

Students spend full days in the elementary classroom gradually assuming responsibility for teaching the class. Students prepare a portfolio based on criteria given. One seminar per week.

**CI 5183. Applying Instructional Methods in the Elementary Classroom.** (1-2 cr [max 8 cr]; prereq FOE major or Elem Ed init lic student; SN only)

Supervised experience in elementary classrooms.

**CI 5186. School-Related Projects.**

(1-4 cr; prereq MEd student; AF only)

Research or evaluation project related to teaching, curriculum, or other aspect of schooling. Approved and supervised by faculty advisor.

**CI 5187. Practicum: Improvement of Teaching in Elementary or PreKindergarten Schools.**

(2-3 cr; prereq Elem Ed or ECE MEd student; SN only)

Elementary school classroom teaching project designed to improve specific teaching skills. Approved and directed by adviser.

**CI 5190. Directed Individual Study in Curriculum and Instruction.**

(1-6 cr [max 12 cr]; prereq grad student)

Directs students to individual studies that focus on producing and evaluating curriculum materials; literature review of issues and problems; and assessing curriculum processes.

**CI 5251. Social and Philosophical Foundations of Early Childhood Education.**

(3 cr; prereq ECE or ECSE MEd student or #; AF only)

Surveys imagery, history, philosophy, and psychology of early childhood education. Analyzing/interpreting trends in early education, including diversity, special needs, legislation, public policy, and educationally appropriate practice.

**CI 5252. Facilitating Social and Physical Learning in Early Childhood Education.**

(3 cr; prereq ECE or ECSE MEd student)

Current theoretical/empirical literature and developmental knowledge as basis for planning, implementing, and evaluating social/physical growth/development of young children. For students obtaining ECE/ECSE licensure.

**CI 5253. Facilitating Cognitive and Creative Learning in Early Childhood Education.**

(3 cr; prereq ECE or ECSE MEd student; AF only)

Overview of cognitive, creative, and language characteristics of children ages 0-8 years and of how teachers can plan curriculum to facilitate children's development in these areas.

**CI 5281. Student Teaching in Early Childhood Education.**

(3-6 cr; prereq ECE or ECSE MEd student; SN only)  
Application of theory/research relating to teaching preschool children. For individuals obtaining ECE licensure.

**CI 5330. Topics in Instructional Systems and Technology.**

(1-3 cr [max 12 cr])  
Topics related to needs of in-service teachers. Topics, location, credits, and duration are flexible.

**CI 5331. Introduction to Instructional Systems and Technology.**

(3 cr)  
Examination of various issues affecting the use of technology. Advanced students identify research topics for investigation in future courses and identify key literature in the field in preparation for masters and doctoral examinations.

**CI 5336. Planning for Multimedia Design and Development.**

(3 cr)  
Theory, research, practice in instructional design. Generic components of instructional design process. Applying principles to design/development of computer-based instructional materials.

**CI 5337. Planning for K-12 Technology Design and Integration.**

(3 cr; AF only)  
Students will examine the process of designing and planning for technology integration in K-12 contexts, focusing on the school, district, state, and national levels. Involves school visits and school-based technology planning project.

**CI 5351. Technology Tools for Educators.**

(3 cr; prereq basic knowledge of Macintosh operating system and a word processing program; AF only)  
Develop skills in using selected technology applications to support teaching and learning. Internet applications, presentation software, multimedia authoring tools, desktop publishing software, Web page creation. May also include a field-site project.

**CI 5361. Teaching Via the Internet.**

(3 cr)  
Examination of the capabilities of the Internet for professional development and instructional use. Use of specific client/server software for accessing the Internet; instructional issues and opportunities; implications for K-12 student involvement and classroom management; and Web page development by teachers and their students. Previous experience with computers desirable.

**CI 5362. Introduction to Educational Multimedia.**

(3 cr; prereq familiarity with basic computer operations)  
Issues influencing design/development of educational multimedia for CD-ROM/Internet delivery. Hardware/software for CD-ROM, Web-based delivery. Design, development, project management.

**CI 5363. Introduction to Computer-Based Instructional Design.**

(3 cr; AF only)  
Learn to design and develop computer-based instructional materials using a state of the art authoring language. Introduction to principles of courseware design; multimedia components in instruction; development of computer courseware using the authoring language; tutorial design.

**CI 5364. Computer-Based Instruction: Games and Simulation.**

(3 cr; prereq 5363; AF only)  
Principles and procedures of computer simulation and game design. Types of computer simulation, the components common to simulation design, and the theory underlying educational simulation design.

**CI 5367. Interactive Multimedia Instruction.**

(3 cr; prereq knowledge of principles and procedures of CBI design and one multimedia authoring system; AF only)  
Principles of effective computer-based design; tools in multimedia development; contemporary issues and skills used in the design, development, and implementation of interactive multimedia instruction. Use multimedia development tools, create a multimedia portfolio, and investigate the issues surrounding their effective use.

**CI 5391. Technology in the Postsecondary Development Curriculum.**

(3 cr)  
Examines ways in which use of technology is transforming learning environments, teaching practices, and the curriculum in developmental education for postsecondary students. Course taught online.

**CI 5401. Literature for the Elementary School.**

(3 cr; prereq children's lit course or #; AF only)  
Evaluative survey of books for children; research related to children's reading interests; selection of literature for themed instruction.

**CI 5402. Introduction to Special Collections.**

(2-4 cr; prereq children's lit course; AF only)  
Special collections of children's literature as research material. Study of manuscripts, original art, and letters. Materials from the Kerlan Collection in Andersen Library will be available.

**CI 5403. Creative Writing For and By Children.**

(2-4 cr; prereq children's lit course or #; SN only)  
Creative aspects of writing and illustrating children's literature and children's own writing. Features authors and illustrators of children's books.

**CI 5410. Special Topics in the Teaching of Literacy.**

(1-3 cr [max 12 cr])  
Topics related specifically to the needs of in-service teachers. Topics, location, credits, and duration will be highly flexible.

**CI 5411. Teaching Reading in the Elementary School.**

(3 cr; AF only)  
Aids the in-service elementary classroom teacher in the development of knowledge of theory and practice in the teaching of reading.

**CI 5412. Reading Difficulties: Instruction and Assessment.**

(3 cr; prereq 5411 or 5451; AF only)  
Causes, diagnosis and assessment, prevention and correction; intervention practices useful to the classroom teacher and special teacher of reading.

**CI 5413. Teaching Students with Reading Difficulties.**

(3 cr; prereq 5412; AF only)  
Assessment and tutoring of individual children who have difficulty reading in school.

**CI 5415. Literacy Development in the Primary Grades.**

(3 cr; prereq elem tchg exper or #; AF only)  
Integration of skill and aesthetic activities in graded and non-graded primary classroom

settings. Use national and state language arts standards and statewide assessment protocols to examine elementary literacy curricula.

**CI 5416. Literacy Development in the Intermediate Grades.**

(3 cr; prereq elem tchg exper or #; AF only)  
Theory and practice of integrated teaching of reading, literature, writing, and language.

**CI 5418. Whole Language Teaching and Learning in the Elementary School.**

(3 cr; prereq MEd or grad student, minimum one yr tchg exper; AF only)  
Theory, research, and politics of whole language teaching. Applications for developing an elementary school whole language curriculum.

**CI 5422. Teaching Writing in the Elementary School.**

(3 cr; prereq init lic or MEd or grad student; AF only)  
Theory of and research on the writing process. Applications to developing an elementary school writing curriculum.

**CI 5424. Reading, Language Arts, and Literature: Primary.**

(3 cr; prereq Elem Ed init lic student; AF only)  
Curricular and methodological issues of reading, language arts, and children's literature. Major topics include emergent literacy, reading process, strategy instruction for word recognition and comprehension, methods of word recognition, authentic assessment strategies, and teaching diverse students.

**CI 5441. Teaching Literature in the Secondary School.**

(2-3 cr; prereq Fall, English init lic only, 2 cr; other sections, 3 cr; AF only)  
Current theories of teaching literature; critical approaches to analyzing literature; theory and research on response to literature; adolescent literature and reading interests; methods for devising response activities and units; incorporating multicultural literature; relating media and literature; linking writing of literature to understanding literature; designing literature curriculum; evaluating and assessing students' growth in literary response.

**CI 5442. Literature for Adolescents.**

(3 cr; AF only)  
Characteristics of literature written for adolescents; rationale for using adolescent literature; adolescents' reading interests and attitudes; analysis of quality and appeal; individualized reading programs; methods of promoting reading; multicultural literature; developing teaching activities.

**CI 5451. Teaching Reading in Content Areas.**

(3 cr; prereq Fall, English init lic only; AF only)  
Methods of accommodating students' abilities and facilitating reading in regular content classes.

**CI 5461. Teaching Composition in the Secondary School and College.**

(3 cr; prereq Spring, English init lic only; AF only)  
Current theories of composition instruction, methods for teaching various composing processes within social contexts, uses of informal writing, linking reading and writing, describing and evaluating features of student writing, using and modeling conference strategies, using computer-mediated software, teaching writing of fiction and non-fiction, grammar and writing, editing instruction, writing assessment, uses of portfolios.

**CI 5462. Evaluating and Assessing Writing.** (3 cr; prereq 5461; AF only)

Methods of evaluating writing; identifying rhetorical and linguistic features of and explaining difficulties in writing; strategies for giving descriptive feedback to informal and formal writing; training for peer conferences; strategies for portfolio writing evaluation and assessment; methods for conducting large-scale writing assessments; issues of validity and reliability with writing assessments with particular application to the Minnesota Graduation Standards basic skills writing test.

**CI 5472. Teaching Film, Television, and Media Studies.** (3 cr; AF only)

Methods of teaching film, video, and media studies at the secondary and college level; methods for eliciting critical responses; analysis of film/video techniques; analysis of cultural representations and genre characteristics; connecting and comparing film/video and literature; studying documentary and television news; developing media studies units.

**CI 5481. Developments in Teaching English and Speech.** (2 cr; prereq English init lic student; AF only)

Current theories of English/speech curriculum. Teaching oral language. Organizing curriculum. Linking components of English/speech curriculum. Reflecting on pre-student-teaching experience.

**CI 5482. Reading, Language Arts, and Literature: Intermediate.**

(3 cr; prereq Elem Ed init lic student; AF only)  
Aids the preservice teacher in understanding theory and practice in the teaching of reading to students in the upper elementary grades.

**CI 5496. Directed Experiences in Teaching English.** (8 cr; prereq English ed MEd/init lic students; SN only)

Student teaching/clinical experience for English postbaccalaureate students only.

**CI 5500. Special Topics: Outdoor Science Education.** (1-8 cr [max 12 cr]; prereq elem tchg exper)

Classroom and fieldwork activities aimed at increasing the knowledge and interest of students in teaching outdoor in all seasons. Topics include snow and ice ecology, the timber wolf and white-tailed deer, pond ecology, Twin Cities' geology, trees and plants of Minnesota, and stargazing.

**CI 5501. Teaching Science and Health in the Elementary School.**

(2 cr; prereq Elem Ed init lic student; AF only)  
Methods and materials for teaching science and health at the elementary school level.

**CI 5504. Elementary School Science: Materials and Resources.** (3 cr; prereq elem tchg exper or #)

Examination of the teacher's role in inquiry teaching; the current science curriculum; and resources for teaching science in the elementary school.

**CI 5531. Teaching Middle School Science.** (4 cr; prereq Sci Ed init lic student; AF only)

Methods of planning/teaching science to middle school students.

**CI 5532. Teaching Secondary School Science.** (4 cr; prereq admission to Sci Ed init lic; AF only)

Methods of planning and teaching science for secondary school students.

**CI 5533. Current Developments in Science Teaching.**

(3 cr; prereq MEd/init lic or grad student or #; AF only)  
Using curriculum standards to design science courses.

**CI 5534. Studies in Science Education.** (3 cr; prereq MEd/init lic student or #; AF only)

Improvement of science teaching through the application of research findings.

**CI 5535. Foundations of Science Education.** (3 cr; prereq MEd or grad student or #; AF only)

Analysis of present science teaching practices in light of historical and philosophical foundations of science education.

**CI 5536. Advanced Methods of Teaching and Assessment in Science.**

(3 cr; prereq MEd or grad student or #)  
Development/teaching of extended science activities: structured controversies, field-based activities, service learning projects, computer-based investigations. Development of authentic assessments, students' portfolios based on national/state guidelines.

**CI 5540. Special Topics: Science Education.** (1-8 cr [max 12 cr])

Detailed examination and practice of the teaching of one area of science (e.g., geology, health, physical science) or one method of instruction (e.g., laboratories, demonstrations, Internet, simulations).

**CI 5596. Clinical Experience in Middle School Science.** (4 cr; prereq Sci Ed init lic student; AF only)

Supervised clinical experience in middle school science teaching.

**CI 5597. Clinical Experience in Secondary School Science Teaching.**

(4-8 cr; prereq init lic student or #; SN only)  
Supervised clinical experience in secondary school science teaching.

**CI 5619. Teaching Second Languages and Cultures in Elementary Schools.** (3 cr)

Methods and materials for ESL and foreign languages; development of oral and written communication in a second language; alternatives in second-language program format; global awareness and cross-cultural experience; assessment of children's language; children's literature, games, and songs; planning and development of units and lessons.

**CI 5631. Second Language Curriculum Development and Assessment.**

(3 cr; prereq SLC init lic student; AF only)  
Developing skills for selecting, organizing, providing, and assessing effective second language learning opportunities through study, practice, and reflection.

**CI 5632. Communication and Comprehension in Second Language Classrooms.**

(3 cr; prereq SLC init lic student; AF only)  
Comprehension and communication processes in a second language focus on listening, speaking, reading and writing; techniques for initial to advanced literacy instruction; fundamental principles of effective second language instruction; the relationship of culture to proficiency in the four modalities; traditional and alternative

approaches to assessing language proficiency; use of technology to enhance instruction.

**CI 5634. Content-Based Instruction in Second Language Settings.**

(3 cr; prereq SLC init lic student; AF only)  
Content-based language instruction: principles, models and methods; learning strategy instruction; developing content-based language curriculum; traditional and alternative approaches to assessing cognitive-academic language proficiency; use of technology to enhance content-based instruction.

**CI 5635. Culture and Diversity in Second Language Classrooms.** (3 cr; prereq init lic student)

Developing skills for teaching a diverse student population in both foreign language and English as a second language instructional settings through study, practice, and reflection.

**CI 5642. The Assessment of Learners with Limited English Proficiency.** (3 cr; AF only)

Explores policies, procedures, and instruments in use in assessing the English language proficiency and academic readiness of limited English proficient students in U.S. public schools; academic competence, bilingualism and special needs populations; alternative assessment; preparation of students for mainstream classrooms.

**CI 5644. Working with Linguistically and Culturally Diverse Students in the Mainstream Classroom.** (1 cr)

Benefits and challenges of working with linguistically and culturally diverse students; instructional practices and strategies; issues related to language learning, cultural considerations, and integration of culturally and linguistically diverse learners in the classroom.

**CI 5646. Understanding and Teaching English Grammar.** (3 cr; prereq Ling 5001 or #)

English syntax from pedagogical perspective. Grammatical structures that challenge ESL learners. Analyzing learner errors. Issues/activities related to teaching grammar in ESL contexts.

**CI 5651. Foundations of Second Languages and Cultures Education.** (3 cr; AF only)

Historical overview of second language teaching and learning in the U.S. Exploration of second language instructional settings across multiple contexts: elementary and secondary options for foreign language, bilingual education, immersion language programs, and English as a second language programs. Theoretical frameworks for language instruction are tied to practice.

**CI 5652. Integrating Culture in the Second Language Classroom.** (3 cr)

Exploration of culture in second language contexts. Rationale for and process of implementing cultural awareness, culture learning, and the integration of language and culture instruction as integral to effective second language development.

**CI 5656. Reading and Writing in a Second Language.** (3 cr; AF only)

Reading comprehension and composing processes in a second language; relationship between first and second language comprehension and composing processes;

relationship between reading and writing; relationship of culture to reading comprehension and writing; politics of literacy; assessment of second language reading comprehension and writing proficiency; using technology to enhance literacy instruction.

**CI 5657. Speaking and Listening in a Second Language.** (3 cr; AF only)

Theories and methods in teaching language as communication in oral and aural modes; planning student interaction; classroom organization for oral language learning and acquisition; using technology to enhance interaction; assessment of listening comprehension and oral communication.

**CI 5658. Second Language Testing and Assessment.** (3 cr; AF only)

Aligning second language classroom instruction and assessment; fundamental concepts in language assessment; traditional and alternative approaches to assessing proficiency in speaking, listening, reading, writing; creation of formative and summative assessments; critique of common assessment instruments.

**CI 5660. Special Topics in the Teaching of Second Languages and Cultures.** (1-3 cr [max 12 cr])

Topics related specifically to the needs of the in-service teacher. Topics, location, credits, and duration are flexible.

**CI 5662. Issues in Second Language Curriculum Design.** (3 cr; AF only)

Historical overview of curriculum development in second language education; contexts that influence curriculum development; models for curriculum development in second language settings; politics of curricular reform; national and state standards and implications for curriculum development; effects of technology on second language curriculum.

**CI 5671. Content-Based Second Language Curriculum, Instruction, and Assessment.** (3 cr; prereq #)

Instruction/curriculum models for immersion, bilingual, and ESL teachers. Balancing content and language goals. Standards, assessment. Using technology to support content-based curriculum and assessment.

**CI 5672. Language-Focused Instructional Practices and Strategies.** (3 cr; prereq #)

Keeping a language development focus while teaching content in second language. Materials development, proactive/reactive instructional techniques, choice of form. Linguistic complexity and developmental stage of student.

**CI 5693. Directed Study in Second Languages and Cultures.** (1-4 cr; prereq #)

Individual or group work on curricular, instructional, or assessment problems.

**CI 5696. Practicum: Teaching World Languages and Cultures in Elementary Schools.** (2 cr; prereq 5619, adviser approval; credits cannot be counted on a graduate degree program for endorsement candidates)

Teaching and learning experiences in Second Languages and Cultures at the elementary-school level. Requires students to work in a public school setting.

**CI 5697. Practicum: ESL in the Elementary School.** (2 cr; prereq 5619, adviser approval)

Teaching and learning experiences in an English as a Second Language setting at the elementary school level. Requires students to work in a public school setting.

**CI 5698. Student Teaching in Second Languages and Cultures.** (2 cr; prereq adviser approval; credits cannot be counted on a graduate degree program)

Student teaching in Second Languages and Cultures at the secondary level for teachers already licensed in another field. Requires students to work in a public school setting.

**CI 5699. Clinical Experiences in Second Languages.** (6-8 cr; prereq SLC init lic; AF only)

Teaching and learning experiences in elementary and secondary second language instructional settings. Includes a seminar held concurrently to support the student teaching experience.

**CI 5701. Teaching Social Studies in the Elementary School.** (2 cr; prereq 5111) or equiv, Elem Ed init lic student; AF only)

Content and organization of elementary social studies programs; programs of understanding, improving the learning situation, and effective use of materials.

**CI 5731. Social Studies for the In-Service Elementary/Middle School Teacher.** (3 cr; prereq elem/middle school tchg exper or #; AF only)

Content and organization of elementary and middle school social studies programs. Understanding and improving the teaching-learning situation through the analysis of current trends and issues in the field. Integration with other subject areas where appropriate.

**CI 5741. Introduction to Social Studies Education.** (3 cr; prereq Social Studies init lic; AF only)

Broad issues and themes related to social studies education, including societal context, rationale, and scope and sequence. Analysis and evaluation of selected teaching strategies, methods, and resources.

**CI 5742. Advanced Methods of Teaching the Social Studies.** (3 cr; prereq sec Social Studies init lic; AF only)

Focus on developing a repertoire of instructional methods that support authentic pedagogy and assessment. Enhancing reading comprehension and writing skills in the social studies.

**CI 5743. The Social Sciences and the Social Studies.** (3 cr; prereq sec Social Studies init lic; AF only)

Development of instructional strategies and contexts for exploring the social sciences as disciplines at the secondary level; central concepts and generalizations; tools of inquiry; competing structures and theories; and the relative impact of multicultural and gender-fair perspectives on the nature of history and the social sciences.

**CI 5744. Seminar: Reflecting on Professional Development in Social Studies Education.** (1 cr; prereq sec Social Studies init lic; AF only)

Emphasis on reflecting on the teaching experience, developing a professional identity, and refining teaching skills.

**CI 5747. Global and Environmental Education: Content and Practice.** (3 cr; AF only)

Prepares educators for leadership responsibilities

in the area of global environmental education. Focus on the knowledge and process skills necessary to carry out a leadership role in the curriculum.

**CI 5761. Social Studies Education for the In-service Middle/Secondary Teacher.** (3 cr)

Trends and issues in social studies education. Current developments and controversies in social studies pedagogy, curriculum, and assessment.

**CI 5762. Developing Civic Discourse in the Social Studies.** (3 cr; prereq MEd or grad student; AF only)

Philosophies, strategies, and research on developing civic discourse in the secondary social studies classroom: selecting issues, developing a democratic classroom climate, relating to social and cultural contexts. Applicable to all of the social sciences.

**CI 5765. Teaching About Newspapers in the Classroom.** (3 cr)

Use of daily newspaper in the classroom. Instructional strategies, curriculum development techniques, and materials useful in teaching about newspaper in elementary/secondary classrooms.

**CI 5782. Clinical Experiences in Teaching Social Studies.** (1-8 cr [max 16 cr]; prereq Social Studies init lic student; SN only)

**CI 5821. Teaching Mathematics in the Elementary School.** (2 cr; prereq Elem Ed init lic student; AF only)

Principles of learning pertinent to the modern program of mathematics in elementary grades. Objectives, content, philosophy, instructional materials, and methods of instruction and evaluation.

## Education and Human Development (EdHD)

**EdHD 5001. Learning, Cognition, and Assessment in the Schools.** (3 cr; prereq MEd/init lic student or CLA Music Ed major or pretchg major or #; psych course recommended, SEPsy 3119; AF only)

Principles of learning, cognition, cognitive development, classroom management, motivation, instruction, assessment. Approaches include behaviorism, cognitive and social constructivism, human information processing theory. Topics include intelligence, knowledge acquisition, reasoning skills, scholastic achievement, standardized testing, reliability, validity, student evaluation, performance assessment, portfolios, demonstrations. Applications to instruction and organization of curricular materials.

**EdHD 5003. Developmental and Individual Differences in Educational Contexts.** (3 cr; prereq MEd/init lic student or CLA Music Ed major or pretchg major or #; AF only)

Overview of developmental and individual differences of children and adolescents in educational contexts; emphasis on a dynamic systems perspective; developmental transitions in childhood and adolescence; interactions between the student, environment, and task; and accommodations and adaptations for students in special education.

**EdHD 5005. School and Society.**

(2 cr; prereq MEd/init lic student or CLA Music Ed major or pretchg major or #; AF only)

Readings in history, philosophy, social sci-

ences, and law revealing diverse educational values in a pluralistic society. Multiple expectations of schools. Civil liberties, rights, community. Varying cultural backgrounds of students, family circumstances, exceptional needs.

**EdHD 5007. Technology for Teaching and Learning.** (1.5 cr; prereq MEd/init lic student or CLA Music Ed major or prechg major or #, basic computer skills; AF only)

Diverse educational technology in K–12 classrooms. Effective use of technology. Computer technologies used to stimulate personal productivity/communication and to enhance teaching/learning processes.

**EdHD 5009. Human Relations: Applied Skills for School and Society.** (1 cr; prereq MEd/init lic student or CLA Music Ed major or prechg major or #; AF only)

Issues of prejudice/discrimination in terms of history, power, social perception.

Knowledge/skills acquisition in cooperative learning, multicultural education, group dynamics, social influence, leadership, judgment/decision making, prejudice reduction, conflict resolution, teaching in diverse educational settings.

### Educational Policy and Administration (EdPA)

**EdPA 4303W. Leadership in the World.** (3 cr; prereq 3302W/PA 3961W, completed field experience, undergrad leadership minor, SPA 4961W; AF only)

Leadership theory, community building, social change, interdisciplinary approaches to complex global issues. Students finalize portfolios, submit scholarly products to demonstrate understanding of personal/positional leadership in changing global context. Capstone course.

**EdPA 5001. Formal Organizations in Education.** (3 cr) Classical/current theories of organizations. Applications to education and related fields.

**EdPA 5021. Historical Foundations of Modern Education.** (3 cr; §3021, §Hum 3021/4021)

Analysis and interpretation of important elements in modern education derived from pre-classical sources: Greeks, Romans, Middle Ages, Renaissance, Reformation, Enlightenment, and Industrial Revolution.

**EdPA 5023. History of Western Educational Thought.** (3 cr; §3023, §Hum 3023/4023)

Great educational classics of Western civilization: Plato, Aristotle, Quintilian, Montaigne, Milton, Locke, Rousseau, and others.

**EdPA 5024. History of Ideas in American Education.** (3 cr)

Readings in American cultural development related to education, including: Franklin, Jefferson, Mann, B.T. Washington, W.E.B. DuBois, Dewey. Special reference to the emerging system of public education in changing contexts, agrarian to urban-industrial, moderate pluralism to intense diversity.

**EdPA 5028. Education Imagery in Europe and America.** (3 cr)

Images and ideas of education expressed in the visual arts of Western civilization (antiquity to 20th century) in relation to current educational thought and practice;

symbolism, myth, propaganda, didacticism, genre, caricature.

**EdPA 5032. Comparative Philosophies of Education.** (3 cr)

Exploration of the principal philosophies in educational thought today, e.g., realism, idealism, pragmatism, and postmodernism. Practice in philosophical critique.

**EdPA 5036. Ethics, Morality, and Values in Education.** (3 cr)

Application to key issues of professional practice. Moral education, virtues, principles.

**EdPA 5041. Sociology of Education.** (3 cr; §Soc 5455)

Structures and processes within educational institutions; linkages between educational organizations and their social contexts, particularly related to educational change.

**EdPA 5044. Introduction to the Economics of Education.** (3 cr)

Costs and economic benefits of education, with a focus on K–12; educational markets, prices, and production relationships; investment and cost-benefit analysis.

**EdPA 5048. Cross-Cultural Perspectives on Leadership.** (2 cr)

Introduction to cultural variables of leadership that influence functioning of cross-cultural groups. Lectures, case studies, discussion, problem-solving, simulations. Intensive workshop.

**EdPA 5052. Ethnic Groups and Communities: Families, Children, and Youth.** (3 cr)

Roles of young people in widely varied North American communities. Comparative aspects of youth commitment to society, economic value of youth, youth-adult conflict, youth roles in family. Well-defined analyses of contextual roles. Complexity of policy for appropriate educational/community development.

**EdPA 5056. Case Studies for Policy Research.** (3 cr; AF only)

Qualitative case study research methods and their applications to educational policy and practice. Emphasis on designing studies that employ open-ended interviewing as primary data collection technique.

**EdPA 5061. Ethnographic Research Methods.** (3 cr)

Practice in aspects of field methodology below the level of full field study; detailed reading; analysis of studies in anthropology and education for methodological content.

**EdPA 5064. Divergent Perspectives in Educational Policy and Practice.** (3 cr)

Examines fundamental and current issues in the field of education. Participants learn how to approach an issue from multiple perspectives, develop skills to identify and analyze its component parts, and examine personal belief systems to place a given issue within a personal context.

**EdPA 5080. Special Topics: Educational Policy and Administration.** (1-3 cr [max 24 cr])

Topical issues in educational policy/administration.

**EdPA 5087. Seminar: Educational Policy and Administration.** (1-3 cr [max 24 cr])

Shared responsibility of students/instructor in presentation of topics.

**EdPA 5095. Problems: Educational Policy and Administration.** (1-3 cr [max 24 cr])

Course or independent study on specific topic within department program emphasis.

**EdPA 5096. Internship: Educational Policy and Administration.** (1-9 cr [max 24 cr])

Internship in elementary, secondary, general, or postsecondary administration, or other approved field-related setting.

**EdPA 5101. International Education and Development.** (3 cr)

Introduction to comparative and international development education, contemporary theories regarding the role of education in the economic, political, and sociocultural development of nations; examination of central topics and critical issues in the field.

**EdPA 5102. Knowledge Formats and Applications: International Development Education Contexts.** (3 cr)

Analyzes the interrelationships of knowledge capital (noetic symbolic resources) and culture through intrinsic, cross-, and multicultural perspectives. Distinguishes knowledge from information and data, focusing on national and international developments occurring along basic and applied knowledge paths.

**EdPA 5103. Comparative Education.** (3 cr)

Examination of systems and philosophies of education globally with emphasis upon African, Asian, European, and North American nations. Foundations of comparative study with selected case studies.

**EdPA 5121. Educational Reform in International Context.** (3 cr)

Critical policy analysis of educational innovation and reform in selected countries. Use theoretical perspectives and a variety of policy analysis approaches to examine actual educational reforms and their implementation.

**EdPA 5124. Critical Issues in International Education and Educational Exchange.** (3 cr)

Analysis of comprehensive policy-oriented frameworks for international education; practices of U.S. and other universities; conceptual development of international education and its practical application to programs, to employment choices, and to pedagogy.

**EdPA 5128. Anthropology of Learning.** (3 cr; §Anth 5128)

Cross-cultural perspectives in examining educational patterns; the implicit and explicit cultural assumptions underlying them. Methods and approaches to cross-cultural studies in education.

**EdPA 5132. Intercultural Education and Training: Theory and Application.** (3 cr)

Examination of intercultural education; formal and nonformal education programs intended to teach about cultural diversity, promote intercultural communication and interaction skills, and teach students from diverse background more effectively.

**EdPA 5301. Contexts of Learning: Historical, Contemporary, and Projected.** (3 cr; AF only)

Contextual understanding of education as a social institution. Education is studied as one institution among the several that constitute its dynamic context.

**EdPA 5302. Educational Policy: Context, Inquiry, and Issues.** (3 cr)

Review of social science concepts/research in considering educational policies/issues, process of inquiry that affect policy development, implementation, evaluation. Focus on preK–12. Role of educational leaders, administrators.

**EdPA 5303. Managing the Learning Organization.** (3 cr; AF only)

Examines schools, colleges, and other human service organizations centered on learning. Focuses on perspectives and skills needed to manage organizations effectively.

**EdPA 5304. Educational Leadership for Equity, Opportunity, and Outcome.** (3 cr)

Implications of multiple contexts in which leadership occurs. Role of followers. Complexities of collaborative structures and of shared governance.

**EdPA 5321. The Principalship.** (3 cr)

Role of the principal: qualifications, duties, and problems.

**EdPA 5322. School Superintendency.** (3 cr; prereq bachelor's degree)

Role/responsibility of superintendent in school district. Emphasizes real life experiences, leadership potential as CEO. Purposes, power, politics, practices of position. Interplay of internal school forces, external community forces analyzed in multiple contexts. Manifestations of leadership in public, high-profile appointment.

**EdPA 5324. Financial Management for Elementary-Secondary Education.** (3 cr)

Provides an overview of state-local school finance systems, budgeting, governmental fund accounting, and interpretation of financial information. For graduate students pursuing licensure as elementary-secondary principals and superintendents.

**EdPA 5328. Introduction to Educational Planning.** (3 cr)

Principles, tools, comparative practices, and emerging issues in K–12 and higher education settings; decision-making models; strategic and project planning; barriers to effectiveness; and change management processes.

**EdPA 5332. Leadership Development Seminar.** (3 cr)

Assessment and development of skills required of the educator in planning, decision making, and human relations. Introduction to contemporary issues in educational administration.

**EdPA 5336. Laboratory in Decision Making.** (3 cr)

Contributions of recent research and theory to effective administration. Analysis of administrative behavior in realistic settings; relations of administration to human behavior.

**EdPA 5341. The American Middle School.** (3 cr)

Focus on the uniqueness of the early ado-

lescent and appropriate learning situations. For educators working with middle-level students.

**EdPA 5344. Law and Educational Policy.** (3 cr)

Reviews of the legal foundations of educational policy; statutory themes and case law; implications for educational organizations and administrative practice; case studies and emergent issues in recent court rulings.

**EdPA 5346. Politics of Education.**

(3 cr; prereq init lic, MEd, or grad student; AF only)

Political dimensions of policy formulation/implementation in education. Use of power/influence in shaping educational policies and in resolving conflicts over educational issues. Analysis of consequences/cross-impacts.

**EdPA 5348. Public School Personnel Programs.** (3 cr)

Management concepts, functions, and practices of the personnel subsystem in education; selection, assignment, evaluation, and development of school personnel; collective bargaining and the grievance process.

**EdPA 5352. Projective Leadership for Strategic Learning Communities.** (3 cr)

Explores many trends and changes facing society, culture, and education from a strategic learning community perspective; helps students "futurize the present."

**EdPA 5356. Contemporary Services for Persons With Disabilities.** (3 cr)

Policy, research, and current practices related to education, health, and social services that support children, youth, and adults with special needs, and that support their families. Federal, state, local perspectives.

**EdPA 5361. Project in Teacher Leadership.**

(3-6 cr; prereq Teacher Leadership MEd student, §CI 5178; SN only)

Create, implement, evaluate, and present a leadership project designed to initiate positive change in educational environments. Review of related literature, proposal development, project development, implementation and evaluation, critical reflection, sharing learning outcomes.

**EdPA 5364. Leadership for School Improvement.** (3 cr; prereq MEd student or #; AF only)

Current research/practice on educational leadership focused on creating school cultures conducive to continuous improvement/change. Strategies for personal/organizational leadership in preK–12 settings.

**EdPA 5368. Special Services Policy and Administration.** (3 cr)

Legislative, procedural, executive, and judicial actions that affect services, families, and children with special needs at all levels of government: federal, state, and local. For administrators, supervisors, and other professionals responsible for managing general, special, and alternative education programs.

**EdPA 5372. Youth in Modern Society.** (3 cr)

Youth in advanced societies and as a social entity; functions and roles in industrial society, family, education, politics and government, economy and work, welfare and religion; organizations, social movements, and

subcultures; empirical research and cross-cultural perspectives.

**EdPA 5374. Leadership for Staff Development.** (4 cr; prereq bachelor's degree, at least 3 yrs tchg experience)

Designing, implementing, evaluating staff development in preK–12 settings. Research-based standards for effective staff development. Need for embedded time for collaborative learning, evaluating staff/student outcomes.

**EdPA 5376. Organizational Approaches to Youth Development.** (3 cr; §WCPE 5413)

Defining youth development within framework of formal and informal organizations; organizational systems responsible for youth development in the community; policy issues surrounding these systems.

**EdPA 5378. Experiential Learning: Theory and Practice.** (3 cr; §WCPE 5412)

Theory/practice of learning by doing. Educator's personal engagement in process. Technical, motivational, and evaluative aspects.

**EdPA 5381. The Search for Children and Youth Policy in the U.S.** (3 cr)

Review of contemporary policy issues affecting children and youth in the U.S. and South Africa; identify national standards, norms and principles of youth development; conflicting expectations facing policymakers; and search for the critical content of youth policy.

**EdPA 5384. Collaboration in Heterogeneous Classrooms and Schools.** (3 cr; AF only)

Policy, research, practice base for addressing range of student abilities/backgrounds in diverse schools. Collaborative approaches to curricular, instructional, social support.

**EdPA 5396. Field Experience in PreK–12 Educational Administration.**

(3 cr [max 6 cr]; prereq #; SN only)

Field experience or internship arranged for students seeking licensure as preK–12 principal/superintendent. Content/credit depend on licensure requirements specified in individual field experience agreement.

**EdPA 5501. Principles and Methods of Evaluation.** (3 cr; §EPsy 5243)

Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

**EdPA 5521. Cost and Economic Analysis in Educational Evaluation.** (3 cr; SN only)

Use and application of cost-effectiveness, cost-benefit, cost-utility, and cost-feasibility in evaluation of educational problems and programs.

**EdPA 5524. Evaluation Colloquium.** (1 cr [max 24 cr]; prereq 5501 or EPsy 5243, §EPsy 5246; SN only)

Informal seminar of faculty and advanced students interested in the issues and problems of program evaluation.

**EdPA 5701. U.S. Higher Education.** (3 cr)

U.S. higher/postsecondary education in historical/contemporary perspective. Emphasizes

structure, history, and purposes of system as a whole.

**EdPA 5704. Student and Faculty Issues in Higher Education.** (3 cr)

College student development, curricular/extracurricular activities, faculty work/development, student-faculty interaction.

**EdPA 5721. Racial and Ethnic Diversity in Higher Education.** (3 cr)

Review of research. Theoretical frameworks, methodological perspectives, and research strategies used to study students, staff, and faculty; historical perspectives.

**EdPA 5724. Leadership and Administration of Student Affairs.** (3 cr; §EPsy 5421)

Scope, administration, coordination, and evaluation of programs in college and university student affairs.

**EdPA 5727. Developmental Education Programs and Postsecondary Students.** (3 cr; prereq bachelor's degree)

Focuses on populations served by developmental education programs in the United States and abroad. Defines developmental education. Historical perspective for need for developmental education, student development theories that guide practice in developmental education. Identifying student needs. Model programs, best practices for student retention. Current issues/trends in field.

**EdPA 5728. Two-Year Postsecondary Institutions.** (3 cr)

Present status, development, functions, organization, curriculum, and trends in postsecondary, but nonbaccalaureate, institutions.

**EdPA 5732. The Law and Postsecondary Institutions.** (3 cr)

Analysis of court opinions and federal regulations affecting postsecondary educational institutions.

**EdPA 5734. Institutional Research in Postsecondary Education.** (3 cr; prereq 5701, EPsy 5231 or EPsy 8261, grad student or #; AF only)

Scope, role, administration, research strategies, and evaluation of institutional research in postsecondary institutions. Overview of research methodologies, disciplinary foundations of institutional research. Use of institutional, state, and national databases in addressing full range of institutional missions/functions.

## Educational Psychology (EPsy)

**EPsy 5100. Colloquium Series: Research and Issues in Psychological Foundations of Education.** (1 cr [max 3 cr]; prereq PsyF grad student or #)

Presentation/critique of faculty/student research.

**EPsy 5101. Intelligence and Creativity.** (3 cr; prereq PsyF student or #; AF only)

Contemporary theories of intelligence and intellectual development and contemporary theories of creativity and their implications for educational practices and psychological research.

**EPsy 5112. Knowing, Learning, and Thinking.** (4 cr; prereq PsyF student or #; AF only)

Principles of human information processing, memory, and thought; mental operations in comprehension and problem solving; developing expertise and automaticity; emphasis on applied settings.

**EPsy 5113. Psychology of Instruction and Technology.** (3 cr; prereq PsyF student or #)

Introduction to adult learning and instructional design. Application of core foundational knowledge to development of effective learning environments for adults. Topics include philosophy, learning theories, instructional models, development and experience, individual differences, evaluation, assessment, and technology.

**EPsy 5114. Psychology of Student Learning.** (3 cr; prereq PsyF student or #; AF only)

Principles of educational psychology: how learning occurs, why it fails, and implications for instruction. Topics include models of learning, development, creativity, problem solving, intelligence, character education, motivation, diversity, special populations.

**EPsy 5115. Psychology of Adult Learning and Instruction.** (3 cr; prereq PsyF student or #)

Survey of adult learning/instruction. Emphasizes instructional design, learning theories, experience, individual differences, evaluation, tests/measurement, technology. Implications for curricular/instructional design in higher education, continuing education, professional/business related training.

**EPsy 5117. Problem Solving and Decision Making.** (3 cr; prereq PsyF student or #; AF only)

Strategies, rules, methods, and other cognitive components involved in problem solving and decision making, implications for educational practices, and applied domains.

**EPsy 5125. Psychology of Building Character, Values, and Behavior.** (3 cr; prereq PsyF student or #; AF only)

New approaches to motivation, building prosocial values and behavior; how to alter values and behavior of antisocial individuals; strengths and weaknesses of traditional approaches to character education; instilling prosocial values as a way to alter negative behaviors.

**EPsy 5135. Human Relations Workshop.** (4 cr; prereq PsyF student or #)

Experiential course addressing issues of prejudice and discrimination in terms of history, power, and social perception. Includes knowledge and skills acquisition in cooperative learning, multicultural education, group dynamics, social influence, effective leadership, judgment and decision making, prejudice reduction, conflict resolution.

**EPsy 5151. Cooperative Learning.** (3 cr; prereq PsyF student or #)

Participants learn how to use cooperative learning in their setting. Topics include theory and research, teacher's role, essential components that make cooperation work, teaching social skills, assessment procedures, and collegial teaching teams.

**EPsy 5152. Psychology of Conflict Resolution.** (3 cr; prereq PsyF student or #)

Overview of the field of conflict resolution. Major theories, research, major figures in the field, factors influencing quality of conflict resolution are covered. The nature of conflict, the history of field, and intrapersonal, interpersonal, intergroup conflict, negotiation, mediation are discussed.

**EPsy 5154. Organization Development and Change.** (3 cr; prereq PsyF student or #)

Overview of organizational development and change. Normative models of effective organizations, entry and contracting skills, diagnosis procedures and intervention procedures (data feedback, skills training, continuous improvement, mediation).

**EPsy 5155. Group Dynamics and Social Influence.** (3 cr; prereq PsyF student or #)

Overview of the field of group dynamics with emphasis on social influence. Major theories, research, and figures in the field are covered. Group goals, communication, leadership, decision making, problem solving, conflicts, power, uniqueness theory, deindividuation, and minority influence will be covered.

**EPsy 5156. Social and Personality Influences on Education.** (4 cr; prereq PsyF student or #; AF only)

Survey of social psychology and personality applied to education. Application of major theories and research to classroom and school practices and educational issues are emphasized. Class sessions include lectures, discussions, simulations, experiential exercises. Intrapersonal, interpersonal, and group dynamics are discussed.

**EPsy 5157. Social Psychology of Education.** (3 cr; prereq PsyF student or #; AF only)

Overview of social psychology and its application to education. Participants study the major theories, research, and major figures in field. Class sessions include lectures, discussions, simulations, role-plays, and experiential exercises.

**EPsy 5191. Education of the Gifted and Talented.** (3 cr; prereq PsyF student or #; AF only)

Theories of giftedness, talent development, instructional strategies, diversity and technological issues, implications for educational practices and psychological inquiry, and international considerations.

**EPsy 5200. Special Topics: Psychological Foundations.** (1-4 cr [max 30 cr]; prereq PsyF student or #)

Focus on special topics in psychological and methodological concepts relevant to advanced educational theory, research, and practice not covered in other courses.

**EPsy 5216. Introduction to Research in Educational Psychology.** (3 cr; prereq 5261 or other intro statistics course; AF only)

Introduction to educational research, leading students through the basic steps involved in designing and conducting a research study. Topics include reviewing literature, formulating research problem, using different approaches to gather data, managing and analyzing data, and reporting results.

**EPsy 5221. Principles of Educational and Psychological Measurement.**

(4 cr; prereq 5261 or equiv)

Concepts, principles, and methods in educational/psychological measurement. Reliability, validity, item analysis, scores, score reports (e.g., grades). Modern measurement theories, including item response theory and generalizability theory. Emphasizes construction, interpretation, use, and evaluation of assessments regarding achievement, aptitude, interests, attitudes, personality, and exceptionality.

**EPsy 5231. Introductory Statistics and Measurement in Education.** (4 cr)

Students develop an understanding of basic statistics and measurement concepts and tools and apply them to the collection, analysis, and interpretation of data.

**EPsy 5243. Principles and Methods of Evaluation.** (3 cr; §EdPA 5501)

Introductory course in program evaluation; planning an evaluation study, collecting and analyzing information, reporting results; overview of the field of program evaluation.

**EPsy 5246. Evaluation Colloquium: Psychological Foundations.** (1 cr [max 8 cr]; prereq 5243/EdPA 5501, §EdPA 5524; SN only)

Informal seminar of faculty and advanced students interested in the issues and problems of program evaluation.

**EPsy 5261. Introductory Statistical Methods.** (3 cr)

Application of statistical concepts/procedures. Graphs, numerical summaries. Normal distribution, correlation/regression analyses, probability, statistical inferences for one or two samples. Hypothesis tests, Chi-square tests. Conceptual understanding/application of statistics.

**EPsy 5262. Intermediate Statistical Methods.** (3 cr; prereq 5261 or equiv)

Application of statistical concepts/procedures. Analysis of variance, covariance, multiple regression. Experimental design: completely randomized, block, split plot/repeated measures.

**EPsy 5263. Statistics for Preprofessional Students.** (3 cr)

Descriptive statistics for continuous variables, simple regression and correlation, inferences on means, introduction to analysis of variance and multiple regression, contingency tables, and computer analysis techniques.

**EPsy 5281. Introduction to Computer Operations and Data Analysis in Education and Related Fields.** (3 cr; SN only)

Introductory computer literacy course to familiarize students with personal computers and computing resources at the University. Applications include electronic communications, spreadsheets, graphical presentation, and data analysis.

**EPsy 5300. Special Topics in Educational Psychology.** (1-9 cr [max 9 cr])

Current issues in educational psychology or related areas not normally available through regular curriculum offerings.

**EPsy 5400. Special Topics in Counseling Psychology.** (1-4 cr [max 8 cr])

Theory, research, and practice in counseling

and student personnel psychology. Topics vary.

**EPsy 5401. Counseling Procedures.** (3 cr; prereq upper div student)

Emphasis on the counseling relationship and principles of interviewing. Case studies, role playing, and demonstration. For individuals whose professional work includes counseling and interviewing.

**EPsy 5412. Introduction to Developmental Counseling and Guidance.** (3 cr; prereq #)

Contemporary models of counselors as advocates for all students. Emphasizes prevention and systems intervention with counselors involved in the developmental guidance curriculum, school change, staff and community collaboration, individual student planning, and learning success with diverse populations.

**EPsy 5421. Leadership and Administration of Student Affairs.** (3 cr; §EdPA 5724; AF only)

Theoretical approaches, administrative structure, and evaluation methods used in college/university student affairs.

**EPsy 5422. Principles of Group Work: Theory and Procedures.** (3 cr; prereq advanced undergrad or grad student in the helping professions)

Principles and practices of group work for educators and the helping professions. Discussion of various types of groups (e.g., counseling support, task, psychoeducational). Applications to various settings and populations (e.g., schools and community agencies).

**EPsy 5432. Foundations of Individual/Organizational Career Development.** (3 cr; AF only)

Introduction to individual and organizational career development theory and practice. Examines critical issues in work patterns, work values, and workplaces in a changing global society, with implications for career planning, development, and transitions, emphasizing personal and organizational change. For nonmajors: serves students in adult ed, HRD, IR, college student advising, and other related fields.

**EPsy 5433. Counseling Women Over the Life Span.**

(3 cr; prereq counseling or career development course)

Counseling skills and interventions to facilitate career development of girls and women of different life stages and backgrounds (school girls to older women); developmental issues from a systematic integrative life planning framework; facts, myths, and trends regarding women's changing roles.

**EPsy 5434. Counseling Adults in Transition.**

(3 cr; prereq advanced undergrad or grad student in the helping professions)

Psychological, physical, and social dimensions of adult transitions (e.g., family and personal relationships, career). Adult development theories, stress and coping, and helping skills and strategies as they relate to adult transition.

**EPsy 5451. The College Student.** (3 cr)

The psychology and sociology of college students, including research concerning diversity of populations, vocational development of students, student society, culture, mental health, underachievement, dropouts, values and attitudes, and relevant research methods.

**EPsy 5461. Cross-Cultural Counseling.**

(2 cr; AF only)

Emphasis on the effect of cross-cultural and cross-national psychological differences in human traits and characteristics. These theoretical differences provide a framework for the development and implementation of effective cross-cultural counseling interventions.

**EPsy 5601. Survey of Special Education.** (2 cr)

Introduction to programs and services provided to people with disabilities in school and community settings. Emphasis on the needs of families, the roles and responsibilities of teachers, and related service providers.

**EPsy 5602. Computer Technology in Special Education.** (2 cr; AF only)

Develop skills, understand processes, and identify resources needed to utilize technology to benefit persons with disabilities. Emphasis on learning theory, principles of effective instruction, instructional and assistive technology integration.

**EPsy 5603. Childhood Language Development: Classroom Implications.** (3 cr)

Recent trends and findings in the study of language acquisition and communication; classroom implications, including education of exceptional children and implications of diversity on instruction.

**EPsy 5604. Transition from School to Work and Community Living for Persons With Special Needs.** (2 cr)

Design of training programs to promote independent living. Vocational and community adjustment for persons with disabilities who are at risk. Curriculum materials, methods, and organizational strategies for adolescents and adults, families, and community service providers.

**EPsy 5609. Family-Centered Services.**

(2 cr; AF only)

Methods for collaborating with families in the education of children with disabilities. Focus on family-centered approach to design of educational plans and procedures. Specific emphasis on multicultural perspectives of family life and expectations for children.

**EPsy 5612. Understanding of Academic Disabilities.** (3 cr; AF only)

Introduction to issues related to the education of students with academic disabilities (learning disabilities, mild mental intellectual disabilities, and emotional/behavioral disabilities) including history, definition, assessment, classification, legislation, and intervention approaches.

**EPsy 5613. Foundations of Special Education I.**

(3 cr; prereq 5601 or equiv, child development course; AF only)

Emphasis on the organization of educational programs and services for people with disabilities and their families. First course for students seeking to become licensed teachers in special education.

**EPsy 5614. Foundations of Special Education II.**

(3 cr; prereq 5613; AF only)

Emphasis on assessment, planning, and implementing educational programs for people with disabilities. Second course for

students seeking to become licensed teachers in special education.

**EPsy 5615. Advanced Academic Interventions.** (3 cr; prereq 5612; AF only)

Develop knowledge and skills in designing, implementing, and evaluating Individual Educational Plans (IEPs) for students eligible for special education service in learning disabilities, emotional/behavioral disorders, and mild mental intellectual disabilities.

**EPsy 5616. Behavior Analysis and Classroom Management.** (3 cr)

Introduction to assumptions, principles, and procedures of behavioral approach to analyzing behavior and programs for classroom management. Emphasis on specifying problems, conducting observations, intervening, and evaluating behavioral change.

**EPsy 5621. Functional/Basic Academic Interventions in Mental Retardation.** (3 cr; prereq 5614; AF only)

Methods and materials course emphasizing functional approaches to promoting academic learning in students with mild to moderate mental retardation and moderate to severe mental retardation.

**EPsy 5622. Programs and Curricula for Learners With Severe Disabilities.** (3 cr; prereq 5616)

Emphasis on developing programs and curricula for students with moderate, severe, and profound developmental delays, as well as severe multihandicapping conditions. Special consideration given to preparing children and youth for integrated community environments.

**EPsy 5624. Biomedical and Physical Aspects of Developmental Disabilities.** (2 cr; AF only)

Anatomy, physiology, and kinesiology. Central/peripheral nervous system. Prenatal, perinatal, and postnatal development. Physically disabling conditions. Management/education procedures.

**EPsy 5625. Education of Infants, Toddlers, and Preschool Children With Disabilities: Introduction.** (2 cr; AF only)

Overview of the issues, problems, and practical applications in designing early intervention services for young children with disabilities and their families.

**EPsy 5626. Seminar: Developmental Disabilities and Instructional Management.** (3 cr; prereq 5612, 5622)

Data-based strategies for school and non-school instruction of learners with developmental disabilities including assessment, design, implementation, and evaluation of curriculum and instruction: curriculum content, concept and task analysis, classroom arrangements, natural and instructional cues, corrections, and consequences.

**EPsy 5635. Education of Students With Physical and Health Disabilities.** (3 cr; prereq 5601 or #; AF only)

Introduction to students with physical and health disabilities and their characteristics; the educational implications of physical disabilities; assessment procedures and appropriate educational interventions for learners with physical and health disabilities.

**EPsy 5636. Education of Multihandicapped Learners With Sensory Impairments.** (2 cr; prereq 5614)

Characteristics of learners with visual and auditory impairments; design of instructional programs to remediate or circumvent disabilities, including use of prosthetic devices; related areas of performance affected by sensory impairments.

**EPsy 5641. Foundations of Education for Individuals Who Are Deaf/Hard of Hearing.** (3 cr)

Historical and current issues related to education of individuals who are deaf or hard of hearing. Implications of causes of hearing loss, social and cultural relationships, philosophies of education, characteristics and legislative guidelines and their applicability to education of individuals who are deaf or hard of hearing.

**EPsy 5642. Early Childhood Intervention for Infants, Toddlers, and Preschoolers Who Are Deaf/Hard of Hearing.** (3 cr; prereq Deaf Ed lic student or #)

Early identification/assessment. Family-centered, interdisciplinary servicing. Program development for infants, toddlers, preschoolers who are deaf/hard of hearing. Presentations, discussions, activities.

**EPsy 5644. Language Development and Programming for Deaf/Hard of Hearing Children.** (3 cr)

Comparative study of the development of functional language in communicatively disabled and nondisabled individuals. Philosophies, programs, and practices focusing on the development of language with deaf and hard of hearing individuals. Models of assessment and instruction for use in educational settings.

**EPsy 5646. Reading and Writing Practices With Deaf/Hard of Hearing Children.** (3 cr; prereq 5644 or general educ methods in tech reading and writing skills or #)

Gain knowledge and skills to assess, plan, and implement instruction for children and youth with hearing loss. Emphasis is placed on research, theory, and programmatic issues in developing reading and writing skills, curricular adaptations, and effective instructional approaches.

**EPsy 5647. Aural and Speech Programming for Persons Who Are Deaf/Hard of Hearing.** (3 cr)

Study of the speech and hearing mechanisms, causes of hearing loss, and rehabilitation. Emphasis on instructional practices, aural rehabilitation in the educational setting, adaptive technology, and adaptations to optimize functional skills with individuals who are deaf or hard of hearing.

**EPsy 5648. Communication Systems for Children With Disabilities.** (2 cr)

Applied study of assessment, selection, and application of alternative communication strategies for infants, children, and youth with disabilities. Emphasis on children with hearing loss and additional disabilities.

**EPsy 5649. Models of Instructional Programming With Deaf and Hard of Hearing Students.** (3 cr; prereq (5641, 5644) or #)

Design/development of portfolios for various models of educational service delivery systems for individuals with hearing loss. Emphasizes

consultation skills, curriculum management/modifications, material/technology applications, and support service adaptations.

**EPsy 5656. Social and Interpersonal Characteristics of Students With Disabilities.** (3 cr; AF only)

Emphasis on children and youth of school age and on the ways in which their emotional, social, and behavioral disorders affect their functioning in school and on ways in which their behaviors disturb others.

**EPsy 5657. Interventions for Social and Emotional Disabilities.** (3 cr; prereq 5616, 5656; AF only)

Developing comprehensive behavioral programs for students with social and emotional disabilities. Instructing students with social and emotional disabilities.

**EPsy 5671. Literary Braille.** (3 cr; AF only)

Mastery of literary braille code including all contractions and short-form words used in Grade 2 English Braille: American Usage. Use of specialized braille writing equipment including, braille writer, slate and stylus, and computer programs with six-key input.

**EPsy 5672. Advanced Braille Codes.** (2 cr; prereq 5671 or #; AF only)

Mastery of the Nemeth code for braille mathematics transcription including elementary math computation, algebra, geometry, trigonometry, and symbolic logic notation. Introduction to foreign languages, computer notation, music, and raised line drawing techniques.

**EPsy 5673. Reading and Writing for Children With Visual Disabilities.** (2 cr; prereq 5671, CI 5413 or 5415 or equiv, or #; AF only)

Principles of preparation, selection, and use of instructional materials and adaptive technology for children with visual disabilities, including use of braille, large print, auditory tapes, and computer files to access and electronically convert information between these different media.

**EPsy 5674. Techniques of Orientation, Mobility, and Independence for Students With Visual Disabilities.** (3 cr; prereq 5675 or #; AF only)

Introduction to basic techniques to gain skills in pre-cane techniques, orientation to learning environments, and adaptations for activities of daily living and independence. Introduction to mobility maps, consideration of cane, guide dog, and telescopic aids to mobility.

**EPsy 5675. Structure and Function of the Eye: Educational Implications.** (3 cr; AF only)

Anatomy and physiology of the eye and its relation to visual perception. Educational considerations for students with low vision studied in relation to ophthalmological and optometric evaluations and functional vision assessment.

**EPsy 5676. Case Management for Children With Visual Disabilities.** (3 cr; prereq 5673, 5675; AF only)

Advanced course evaluating and managing cognitive, psychosocial, physical, and academic needs of students. Consideration of parent, teacher, and student in counseling and educational program management.

**EPsy 5681. Education of Infants, Toddlers, and Preschool Children With Disabilities: Methods and Materials.** (3 cr; prereq 5625; AF only)

Overview of the methods and materials available to maximize the developmental and educational outcomes for young children, birth to age 5, with disabilities and their families in home, community, and school-based settings.

**EPsy 5701. Practicum: Field Experience in Special Education.** (1-6 cr [max 12 cr]; prereq 5614, FOE or SpEd grad or lic student or #: AF only)

Observations, supervised support of teaching practice in schools or other agencies serving children with disabilities in integrated programs.

**EPsy 5720. Special Topics: Special Education.** (1-4 cr [max 12 cr]; prereq #)

Lab and fieldwork approach, often assuming a product orientation, e.g., generation of action plan, creating set of observation field notes, collecting data in some form. Provides opportunities for educational personnel to study specific problems and possibilities related to special education.

**EPsy 5740. Special Topics: Interventions and Practices in Educational and Human Service Programs.** (1-4 cr [max 8 cr]; prereq #)

Concepts, issues, and practices related to the community inclusion of children, youth, and adults with developmental disabilities through weekly seminar and extensive supervised experience working with individuals within the community.

**EPsy 5751. Student Teaching: Deaf/Hard of Hearing.** (1-6 cr [max 10 cr]; prereq #)

Students participate in educational programming for infants, children, and youth who are deaf or hard of hearing, as well as in onsite, directed experiences under the supervision of master teachers of deaf and hard of hearing students.

**EPsy 5752. Student Teaching: Learning Disabilities.** (1-6 cr [max 10 cr]; prereq #; SN only)

Supervised experience in teaching or related work in schools or other agencies serving children and adolescents with learning disabilities.

**EPsy 5753. Student Teaching: Early Childhood Special Education.**

(1-6 cr [max 8 cr]; prereq #; SN only)

Supervised experience in teaching or related work in schools, agencies, or home settings with infants, toddlers, and preschoolers with disabilities and their families.

**EPsy 5754. Student Teaching: Social and Emotional Disabilities.** (1-6 cr [max 8 cr]; prereq #; AF only)

Teach students with social and emotional disorders at public schools and other appropriate sites. Attend a weekly seminar on student teaching competencies.

**EPsy 5755. Student Teaching: Developmental Disabilities, Mild/Moderate.**

(1-6 cr [max 6 cr]; prereq #; AF only)

Supervised student teaching, or special practicum project, in schools or other agencies serving students at elementary/secondary levels who have mild to moderate developmental disabilities.

**EPsy 5756. Student Teaching: Developmental Disabilities, Moderate/Severe.**

(1-6 cr [max 6 cr]; prereq #; AF only)

Supervised student teaching, or special practicum projects, in schools or other agencies serving students at elementary/secondary levels who have moderate to severe developmental disabilities.

**EPsy 5757. Student Teaching: Physical and Health Related Disabilities.**

(1-6 cr [max 8 cr]; prereq #; AF only)

Supervised student teaching and related work (direct instruction and consultation) in schools or other agencies serving children and adolescents who have physical disabilities.

**EPsy 5758. Student Teaching: Visual Impairments.** (1-6 cr [max 8 cr]; prereq #; AF only)

Supervised student teaching, or special practicum project, in schools or other agencies serving children and adolescents who have visual impairments.

**EPsy 5800. Special Topics in School Psychology.** (1-9 cr [max 9 cr])

Current issues in school psychology or areas not normally available through regular curriculum offerings.

**EPsy 5801. Assessment and Decision Making in School and Community Settings.** (3 cr; AF only)

Introduction to psychological and educational assessment for individuals who work with children, especially those experiencing academic and behavior problems. Study of standardized group and individual tests of intelligence, achievement, socio-emotional functioning, perception, reading, mathematics, adaptive behavior, and language.

**EPsy 5849. Observation and Assessment of the Preschool Child.** (3 cr)

Introduction to assessment principles and practices, including observational assessment methods, for children (birth to 5). Intended primarily for teachers in training and others interested in basic information regarding assessment and its relationship to intervention services for young children.

**EPsy 5851. Collaborative Family-School Relationships.**

(2-3 cr; prereq honors senior or grad student)

Theoretical and empirical bases for creating collaborative family-school relationships for students' development and educational success in school. Emphasis on model programs for K-12 and practical strategies for educational personnel to address National Educational Goal 8-Parent Involvement.

**EPsy 5852. Prevention and Early Intervention.** (3 cr)

Theory/research base for school-based primary/secondary programs to promote academic/social competence of children/youth (birth to grade 12).

**EPsy 5871. Interdisciplinary Practice and Interagency Coordination in Education and Human Services.** (3 cr)

Principles and procedures of interdisciplinary practice and interagency coordination. Examine the relative strengths of interdisciplinary approaches, develop skills for collaborating with others, and examine different approaches to interagency coordination.

**EPsy 5991. Independent Study in Educational Psychology.** (1-8 cr [max 20 cr]; prereq #; AF only)

Self-directed study in areas not covered by regular courses. Specific program of study is jointly determined by student and advising faculty member.

**Family Education (FE)****FE 5001. Family Education Perspectives.** (3 cr; AF only)

Origins, evolution, and critique of alternative perspectives on family education. Implications for clients, programs, and educators.

**FE 5003. Contemporary Family Education.** (3 cr; prereq STEPP student; AF only)

Transitions in family life examined, with emphasis on preparing educators and educational programs.

**FE 5200. Special Topics in Family Education.** (1-4 cr [max 20 cr])

Topics either not covered in available courses or not covered in sufficient breadth/depth to meet student needs/interests. Topics vary.

**FE 5201. Family and Work Relationships.** (3 cr; \$WCPE 5201; AF only)

Examination of the interactions of work and family to prepare professionals for improving work and family relationships.

**FE 5202. Sexuality Education.** (3 cr; prereq human sexual behavior course, Family Ed course; AF only)

Preparation to develop, deliver, and evaluate sexuality education. Strategies to help children and adults acquire information, form values, develop interpersonal skills, and exercise personal responsibility in the sexual dimensions of individual and family life.

**FE 5203. Family Communication Education.** (3 cr; AF only)

Knowledge and skills needed to develop, deliver, and evaluate educational programs about family communications. Examination of family communications principles and issues. Development of appropriate teaching methods and materials.

**FE 5301. Program Planning in Family Education.** (3 cr; AF only)

Exploration of curriculum research and theory; examination and critique of alternative perspectives and their concomitant implications for families; development and evaluation of family education curriculum and programs.

**FE 5302. Family Education Curriculum in Secondary Schools.** (3 cr; prereq STEPP student; AF only)

Examination, development, and implementation of family and consumer science curriculum in secondary schools. Emphasis on curricular perspectives from social reconstruction and cognitive processes.

**FE 5303. Instructional Strategies in Family Education.** (3 cr; AF only)

Theory and research relevant to methods of teaching; development of skill in using methods; emphasis on methods that support families taking technical, communicative, and emancipatory action.

**FE 5701. Practice of Parent Education I.** (3 cr; AF only)

Examination of parent education in com-

munity settings; consideration of parents as adult learners with diverse backgrounds; development of group facilitation skills; observation and interviewing in community settings; reflection on and critique of the practice of parent education.

**FE 5702. Practice of Parent Education II.** (3 cr; prereq 5701; AF only)

Development of curriculum for parent education; consideration of teaching groups and individuals; consideration of ethics in parent education; evaluation of parent education programs; development of curriculum and teaching portfolio; reflection on and critique of the practice of parent education.

**FE 5703. Advanced Practice of Parent Education.** (3 cr; prereq 5702)

Evolving perspectives of parent education. Emphasis on psycho-dynamic, conceptual-change approaches. Reflective and dialogic approaches for working with parents in understanding beliefs and examining their origins and consequences. Examination of issues related to diversity, self-awareness, ethics, and evaluation.

**FE 5796. Parent Education Practicum.** (1-4 cr [max 4 cr]; prereq 5702, or #)

Supervised parent education field assignments designed according to licensure requirements and individual student needs, interests, and prior competencies.

**FE 5993. Directed Study in Family Education.** (1-3 cr [max 9 cr]; prereq  $\Delta$ ; AF only)

Self-directed study in areas not covered by regular courses. Specific program of study is jointly determined by student and advising faculty member.

**FE 5996. Internship in Family Education.** (1-6 cr [max 6 cr]; prereq  $\Delta$ )

Planned work experience focusing on educational competencies in family education settings. Nature and extent of responsibilities are defined by the position student assumes.

## Human Resource Development (HRD)

**HRD 5001W. Survey: Human Resource Development & Adult Education.** (3 cr; \$AdEd 5001W)

Overview of fields of human resource development and adult education. Includes societal context, theories, processes, definitions, philosophies, goals, sponsoring agencies, professional roles, participants, and resources. Focus on the unique characteristics and ways the fields overlap and enhance one another.

**HRD 5101. Foundations of Human Resource Development.** (1 cr)

Introduction to human resource development as a field of study and practice.

**HRD 5102. Economic Foundation of Human Resource Development.** (1 cr; prereq 5101)

Introduction to economics as a core discipline supporting the theory and practice of human resource development.

**HRD 5103. Psychological Foundation of Human Resource Development.** (1 cr; prereq 5101)

Introduction to psychology as a core discipline supporting the theory and practice of human resource development.

**HRD 5104. Systems Foundation of Human Resource Development.** (1 cr; prereq 5101)

Introduction to system theory as a core discipline supporting the theory and practice of human resource development.

**HRD 5105. Strategic Planning through Human Resources.** (3 cr; prereq 5001W or 5101, 5102, 5103, 5104; AF only)

The theory and practice of strategically developing, utilizing, and aligning human resources as a major contributor to organizational and quality improvement success.

**HRD 5106. Evaluation in Human Resource Development.** (3 cr; AF only)

Evaluation of human resource development efforts from the perspective of impact on organizations, work processes, and individuals, plus follow-up decisions.

**HRD 5111. Facilitation and Meeting Skills.** (1 cr)

Introduction to the disciplines of planning and running effective meetings. Tools and methods for meeting management and evaluation are presented within the context of organization development.

**HRD 5196. Internship: Human Resource Development.** (1-10 cr [max 10 cr]; prereq 5001W, 5201 or 5301; SN only)

Students apply and contract for human resource development positions. Contracts describe specific HRD responsibilities to be fulfilled during internship and theory-to-practice learning outcomes.

**HRD 5201. Personnel Training and Development.** (3 cr; AF only)

Introduction to the personnel training and development process in organizations and the advancement of expertise in the areas of analysis, design, development, implementation, and evaluation.

**HRD 5202. Training on the Internet.** (3 cr)

Major concepts, skills, and techniques for giving and receiving training on the Internet.

**HRD 5301. Organization Development.** (3 cr; AF only)

Introduction to major concepts, skills, and techniques for organization development and change.

**HRD 5302. Managing Work Teams in Business and Industry.** (3 cr; prereq 2 core HRD courses; AF only)

Frameworks and strategies for developing effective work teams. Skill development in facilitating resolution of conflicts in organizations. Provides foundational information as well as practical applications for participants (upper-level and graduate students) to become small team leaders.

**HRD 5408. International Human Resource Development.** (3 cr)

Problems, practices, programs, theories, and methodologies in human resource development as practiced internationally.

**HRD 5409. Planning and Decision-Making Skills.** (1 cr)

Introduction to the disciplines of planning and decision making typically used in process improvement interventions. Tools and methods for facilitating group decisions and problem solving.

**HRD 5496. International Field Study in Human Resource Development.** (3 cr; prereq 5001W)

Field study of the organization development, personnel training and development, career development, and quality improvement theories and practices in a selected nation.

**HRD 5601. Student and Trainee Assessment.** (2 cr; \$WCCE 5601; AF only)

Development of tests of knowledge, effect, and processes for programs focused on instruction of skills associated with business and industry; development of learning progress reporting systems; evaluation of instructional effectiveness.

**HRD 5611. Futurism in Human Resource Development and Adult Education.** (3 cr; \$AdEd 5611)

Exploration of the implications of future developments in several arenas on theory and practice in human resource development and adult education.

**HRD 5612. Managing and Consulting in Human Resource Development and Adult Education.** (3 cr; prereq 5001W, \$AdEd 5612)

The theory of managing and consulting in human resource development and adult education. Includes a personal assessment of role requirements and experimentation with management and consultation processes and techniques.

**HRD 5624. Sales Training.** (3 cr; \$BIE 5624; AF only)

Strategies and techniques for developing effective sales people.

**HRD 5625. Technical Skills Training.** (3 cr; \$BIE 5625)

Analyzing technical skills training practices in business and industry. Systems and process analysis and trouble-shooting of work behavior; design methods and developing training materials.

**HRD 5626. Customer Service Training.** (3 cr; \$BIE 5626; AF only)

Overview of customer service strategies used by successful organizations and training practices used to develop customer-oriented personnel.

**HRD 5627. Management and Supervisory Training and Development.** (3 cr; \$BIE 5627)

Problems, practices, programs, and methodologies relating to the training and development of managers and supervisors, including needed competencies, needs assessment, delivery modes, and evaluation.

**HRD 5628. Multimedia Presentations in Business.** (3 cr; prereq BIE 5011 or equiv, \$BIE 5628)

Designing, creating, and presenting information using multimedia resources in business settings.

**HRD 5629. Course Development in Business and Industry.** (2 cr; \$WCCE 5629; AF only)

Identifying content, stating objectives, sequencing, planning lessons, and selecting methods and media for instruction and evaluation and feedback.

**HRD 5661. Instructional Methods in Business and Industry Education.** (2 cr; \$WCCE 5661)

Exploration of basic strategies and techniques used by instructors in settings ranging from schools and colleges to business and industry.

**HRD 5662. Computer Training in School and Industry Settings.**

(2 cr; prereq BIE 5011 or equiv, §BIE 5662)

Alternative practices for teaching business applications software use—such as word processors, spreadsheets, graphics software, desktop publishing software, databases, and communications software—in both public school and industry settings.

**HRD 5770. Special Topics in Human Resource Development.** (1-4 cr [max 12 cr])

Explanation of issues, methods, and knowledge in HRD areas. Topics vary.

**HRD 5802. Education and Human Resource Development Through Tourism.**

(3 cr; §BIE 5802; AF only)

Policies/practices of education and human resource development in tourism industry.

**HRD 5821. Diversity Issues and Practices in Work, Community, and Family Settings.**

(3 cr; §WCCE 5821)

Nature of diverse populations and their unique learning and training needs, exemplary programs, and collaborative efforts among persons representing work, community, and family settings.

**HRD 5822. Diversity and Organizational Transformation in Education, Work, and Community.** (2 cr; §WCCE 5822)

Develop models for understanding the impact of diversity on individual, organizational, and community outcomes. Discuss organizational change in relation to diversity.

**Kinesiology (Kin)****Kin 3113. First Responder for Coaches and Athletic Trainers.** (3 cr; AF only)

Emergency medicine for coaches/athletic trainers. Patient assessment, airway management, CPR, splinting, spinal immobilization. Emphasizes critical thinking skills in emergency settings. Certifications: AHA-BLS, First Responder. Taught by a multidisciplinary faculty of health care professionals.

**Kin 3114. Prevention and Care of Athletic Injuries.** (3 cr; prereq 3027 or 3111 or CBN 1027, CEHD student or #; AF only)

Principles in athletic training for prevention/care of injury. Taping/bracing techniques. Lab.

**Kin 3143. Organization and Management of Sport.** (3 cr; prereq Kin major or #, §SpSt 3143; AF only)

Principles, policies, and procedures involved in the administration and management of sports programs at the interscholastic and intercollegiate levels.

**Kin 3168. Soccer Coaching.** (1 cr)

Fundamental approaches used in the science of coaching soccer. Emphasis on teaching and coaching of technique, team organization and management, development of training schedules, and rules and strategies related to the game.

**Kin 3169. Volleyball Coaching.**

(1 cr; prereq good understanding of volleyball)

Motivation, team building, communication, game strategies, philosophy. Lecture, discussion, practical application.

**Kin 3171. Baseball Coaching.** (1 cr)

Safety, rules, team building, game strategies, and philosophy. Students should have a good understanding of the sport before enrolling. Lecture, discussion, and practical application.

**Kin 3172. Basketball Coaching.** (1 cr)

Teaching and coaching individual and team skills of the game; rules and strategies.

**Kin 3173. Football Coaching.** (1 cr)

Responsibilities and philosophies of coaching, team management, skill development and analysis, rules, systems of play, psychology, and scouting.

**Kin 3174. Golf Coaching.** (1 cr)

Safety, rules, etiquette, skill development and analysis, and philosophy. Students should have a good understanding of the sport before enrolling. Lecture, discussion, and practical application.

**Kin 3175. Gymnastics Coaching.** (1 cr)

Coaching gymnastics for males and females. Skill progression, skill analysis and spotting, routine construction, safety, training for competition, scoring and rules, psychology, off-season conditioning, and responsibilities of the coach.

**Kin 3176. Ice Hockey Coaching.** (1 cr)

Coaching hockey for males and females. Terminology, breakouts, penalty killing, power-plays, neutral ice play, offensive forechecking, defensive strategies, comparisons of men's and women's techniques.

**Kin 3177. Swimming and Diving Coaching.** (1 cr)

Coaching swimming for males and females. Stroke mechanics, starts and turns, safety, training for competition, psychology, off-season conditioning, roles and responsibilities of the coach.

**Kin 3178. Tennis Coaching.** (1 cr)

Coaching strategies, safety and rules, training for competition, off-season training and conditioning, roles and responsibilities of the coach.

**Kin 3179. Track and Field Coaching.** (1 cr)

Basic training and conditioning programs, event characteristics, coaching strategies, knowledge of track and field, meet administration.

**Kin 3181. Wrestling Coaching.** (1 cr)

Teaching and coaching of technique, team organization and management, rules interpretation, and development of training schedules.

**Kin 3327. Teaching Physical Education in the Elementary School.**

(2 cr; prereq Elem Ed major; AF only)

Overview of the elementary physical education process with focus on a classroom teacher's perspective and needs. Representative experiences include participation, lecture, micro-teaching, final test.

**Kin 3385. Human Physiology for Kinesiology Students.** (3 cr; prereq 3027 or CBN 1027 or equiv, Kin major or #; AF only)

Tissue/organ function, cell structure, cellular enzymes, energy production, chemical composition of the body. Nervous, muscular, endocrine, circulatory, renal, respiratory, and

gastrointestinal physiological control systems studied in detail. Clinical, exercise, sport, work examples.

**Kin 3696. Supervised Practical Experience.**

(1-10 cr [max 10 cr]; prereq Kin major, #; SN only)

On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.

**Kin 4385. Exercise Physiology.**

(4 cr; prereq 3385 or equiv, Kin major or #; AF only)

Effects of exercise on physiological systems of the human body including energy and nutritional requirements of exercise, exercise prescription, and athletic conditioning, ergogenic aids, exercise in environmental extremes, and gender and heritability factors related to adaptation to training.

**Kin 5001. Foundations of Human Factors/Ergonomics.** (3 cr; §HumF 5001; AF only)

Variability in human performance as influenced by interaction with designs of machines and tools, computers and software, complex technological systems, jobs and working conditions, organizations, and sociotechnical institutions. Emphasizes conceptual, empirical, practical aspects of human factors/ergonomic science.

**Kin 5103. Developmental/Adapted Physical Education.** (3 cr; AF only)

Introduction to physical education for students with disabilities, emphasizing conceptual, organizational, and administrative issues. Topics include historical and legal foundations, service components, individualized education plans, professional roles, and assessment of movement skills.

**Kin 5104. Physical Activities for Persons with Disabilities.** (3 cr; AF only)

Different approaches to providing physical education service and related movement interventions for persons with disabilities. Topics: movement behavior foundations, movement skill progressions, unique considerations for specific impairments, and sport for persons with disabilities.

**Kin 5106. Adapted Aquatics.** (2 cr; prereq if certification as Adapted Aquatic Instructor desired, then current American Red Cross Water Safety Instructor or equivalent YMCA certification is required.)

Introduction to adapted aquatics for students in kinesiology and leisure studies, physical therapy, and those interested in working with people with disabilities. Topics: teaching approaches, programming, accommodations/adaptations, assessments, individualized plans. Activities: pool sessions with/without clients, groups, site observations.

**Kin 5111. Sports Facilities.** (3 cr; prereq Kin or Rec grad or MEd student, §Rec 5111; AF only)

Steps in planning/building facilities for athletics, physical education, and sport for college, professional, and public use.

**Kin 5115. Event Management in Sport.**

(3 cr; prereq grad student, #, §Rec 5115; AF only)

Techniques/principles of planning, funding, and managing sport events. Collegiate championships, non-profit events, benefits, professional events.

**Kin 5121. Application of Basic Sciences to Kinesiology.** (3 cr; AF only)

Examination of how knowledge from the basics of science can lead to differing perspectives from which to approach questions directed to kinesiological inquiry.

**Kin 5122. Applied Exercise Physiology.** (3 cr; prereq 4385 or equiv or #; AF only)

Mechanisms of cardiorespiratory and muscular responses to exercise; application of exercise physiology to assessment of work capacity, athletic conditioning, and requirements of human powered vehicles; low to moderate exercise as an intervention in lowering risk for common health problems.

**Kin 5124. Human Factors Physiology.** (3 cr; prereq #; AF only)

In-depth view of the concepts, problems, and issues associated with ergonomic applications to improving the design and operation of human work spaces.

**Kin 5126. Sport Psychology.** (3 cr; prereq 3126W or equiv or #)

Theory and research in sport psychology. Focus on the psychological study of human behavior in sport and physical activity settings.

**Kin 5132. Motor Development.** (3 cr; prereq 3133 or #; AF only)

Developmental aspects of human movement behavior/learning. Life span change of motor skills.

**Kin 5135. Motor Control and Learning.** (3 cr; prereq 3133 or #)

Main theoretical ideas/research that have advanced motor control/learning over last three decades.

**Kin 5136. Psychology of Coaching.** (3 cr)

Psychological dimensions of coaching across age levels, including coaching philosophy, leadership, communication skills, motivation, and mental skills training for performance enhancement.

**Kin 5141. Nutrition for Health and Physical Performance.** (3 cr; prereq FScN 1112 or equiv; AF only)

Requirements and physiologic roles of nutrients and physical activity in promotion of health and performance; assessment of energy requirements. RDAs, food composition and safety, weight management, and prevention of chronic diseases with emphasis on coronary heart disease.

**Kin 5152. Curriculum Development in Physical Education.** (2 cr; prereq Phys Ed MEd/init lic student; AF only)

Trends, issues, and challenges in early childhood/K-12 physical education. Potential effect on curriculum.

**Kin 5171. Foundations of Kinesiology.** (3 cr; prereq Kin major or #; AF only)

Introduction to the emerging field of kinesiology, broadly conceived as the study of human movement. Development and emergence of the term kinesiology and the scholarly, political, and educational ramifications of its development.

**Kin 5196. Practicum: Developmental/Adapted Physical Education.**

(1-4 cr [max 4 cr]; prereq 5103 or equiv or #; SN only)  
Observation of, participation in physical education instruction for students with disabilities. Current issues in developmental/adapted physical education. Exchange of ideas/problems.

**Kin 5235. Advanced Biomechanics II: Kinetics.** (3 cr; prereq 3112 or equiv, PMed 5135, undergrad college physics, intro calculus; AF only)

Kinetic aspects of human movement (single/multi-joint torques, simple inverted pendulum models, mass-spring systems). Analysis of experimental data and of computer simulations. Lectures, seminars, lab.

**Kin 5328. International and Comparative Sport and Physical Education: The Olympic Games.** (3 cr; prereq grad student or #; AF only)

Explores the role the Olympic Games has played and continues to play in the global village. Advanced insight into the substance, nature, and significance of sport to nation building and the international and comparative sociocultural process.

**Kin 5365. Health Promotion Program Design and Implementation.** (3 cr; prereq 3001; AF only)

Study of behavioral change methodology and theory related to nutrition, weight control, exercise, stress management, healthy lifestyles, and lifetime health. Application of these concepts in health promotion settings including work sites, managed care organizations, clinics, fitness centers, and educational institutions.

**Kin 5371. Sociology of Sport.**

(3 cr; prereq 3126W, grad student or #; AF only)  
A study of sport, sporting processes, social influences, systems, and structures that have affected and exist within, and among societies, nations, and cultures. Exploration of contemporary issues concerning social differentiation and social concerns such as violence and honesty.

**Kin 5375. Competitive Sport for Children and Youth.** (3 cr)

Cognitive, behavioral, and biological factors having important implications for competitive sport participants from early childhood through high school age. Emphasis on translating sport science research into practical implications for youth sport coaches, teachers, and administrators.

**Kin 5385. Exercise for Special Populations.** (2 cr; prereq undergrad physiology or biology; AF only)

Exercise testing and prescription with modifications required because of special considerations associated with aging, gender differences, environmental conditions, and the presence of medical conditions.

**Kin 5421. Sport Finance.**

(3 cr; prereq grad student, #, §Rec 5421; AF only)  
Introduction to financial analysis in sport. Cash flow statements, budgeting issues, traditional/innovative revenue producing strategies available to sport organizations. Discussion, practical analysis of current market.

**Kin 5435. Advanced Theory and Techniques of Exercise Science.**

(3 cr; prereq 3385, 4385, Kin major or #; AF only)  
Theoretical constructs, in-depth description of procedures used in exercise science research and clinical settings. Laboratory exercises, lectures.

**Kin 5461. Foundations of Sport Management.** (3 cr; prereq grad or MEd Kin or Rec student, §Rec 5461; AF only)

Principles of sport management including theories and techniques in administration and management of sport enterprises. Organizational theory and policy with practical examples of sport management skills and strategies.

**Kin 5485. Electrocardiogram, Graded Exercise Testing, and Prescription.** (3 cr; prereq 3385, 4385 or #; AF only)

Introduction to electrocardiogram. Placement/interpretation, use in clinical exercise testing and exercise prescription. Hands-on experience in electrocardiogram for exercise testing.

**Kin 5505. Human-Centered Design: Principles and Applications.** (3 cr; §Kin 3505)

Application of design to meet human needs. Design of fabricated products, tools/machines, software/hardware interfaces, art/culture, living environments, and complex sociotechnical systems.

**Kin 5511. Women in Sport and Leisure.** (3 cr; §Rec 5511; AF only)

Critically examines women's involvement in/contributions to sport, physical activity, and leisure.

**Kin 5601. Ethics in Sport Management.** (2 cr; prereq grad student, #, §Rec 5601; AF only)

How we develop morally. Sport and perpetuation of violence in society. Moral reasoning. Moral/ethical conduct in sport. Issues explored from historical, philosophical, and sociological perspectives. Critical reading, writing, discussion.

**Kin 5621. Advanced Athletic Training: Evaluation of Athletic Injury.**

(3 cr; prereq 3114, (3027 or CBN 1027); AF only)  
Theory, principles, techniques to recognize/evaluate athletic injury to all major body parts.

**Kin 5622. Therapeutic Modalities in Athletic Training.** (3 cr; prereq 3114; AF only)

Theoretically based guide for the use of therapeutic modalities for the management of athletic injuries in a practical setting.

**Kin 5631. Programming and Promotion in Sport.** (3 cr; prereq grad student, #, §Rec 5631; AF only)

Introduction to marketing concepts as they apply to sport industry. Consumer behavior, market research, marketing mix, corporate sponsorship, licensing. Discussion, practical application.

**Kin 5696. Practicum in Kinesiology.** (1-6 cr [max 6 cr]; prereq Kin grad student, #; SN only)

Practical experience in kinesiology under supervision of a University adviser and an agency supervisor.

**Kin 5697. Student Teaching: Coaching.** (1-10 cr [max 10 cr]; prereq coaching student, #; SN only)  
Student coaching experience under supervision of a mentor coach.

**Kin 5720. Special Topics in Kinesiology.** (1-8 cr [max 9 cr]; prereq Kin upper div or grad student or #)  
Current issues in the broad field and subfields in kinesiology, or related coursework in areas not normally available through regular offerings.

**Kin 5722. Human Factors Psychology.** (3 cr; prereq grad student or #; AF only)  
Psychological principles that underlie human interactions with technological systems. Techniques/methodologies to assess faulty/incorrect system design. Emphasizes human-centered approaches. Rigorous evaluation of human-machine interaction.

**Kin 5723. Psychology of Sport Injury.** (3 cr; prereq intro psych course)  
Psychosocial bases of risk factors preceding sport injury, responses to the occurrence of sport injury, and the rehabilitation process. Lecture, discussion, guest lecture, interviews, and presentation experience.

**Kin 5725. Organization and Management of Physical Education and Sport.** (3 cr; prereq grad/init lic student or #; AF only)  
Comprehensive analysis of organization and management of physical education and sport in educational settings. Focus on management and planning processes, management skills, functions, roles, decision making, leadership, shared systems, and organizational motivation. For physical education teachers, coaches, community sport administrators.

**Kin 5726. Physical Education—Teaming and Trekking.** (2 cr; prereq Kin major or MEd student or #; AF only)  
Development of cooperative and team-building activities, group planning, and leadership skills in preparation for a two-day trip in a state park using practiced outdoor skills of camping, canoeing, and backpacking. Must be comfortable in water.

**Kin 5727. Physical Education—An Adventure Experience.** (1 cr; prereq Kin major or MEd student or #; AF only)  
Group and individual initiatives in an experientially based program emphasizing participation in leadership, group cooperation, problem solving, low ropes, climbing walls, sensible risk taking, and trust-oriented activities.

**Kin 5740. Topics: Coaching of Individual, Dual, or Team Sports.** (1-9 cr [max 9 cr]; AF only)  
Instruction at the advanced level, including analyses of skills, game strategies, specific techniques of coaching, and methods of training and conditioning.

**Kin 5801. Legal Aspects of Sport and Recreation.** (4 cr; prereq Kin or Rec major, §Rec 5801; AF only)  
Legal issues related to recreation, park, and sport programs/facilities in public/private sectors.

**Kin 5941. Neural Basis of Movement.** (3 cr; prereq (3111, CBN 1027) or equiv, PhsI 3051 or equiv; AF only)  
Overview of various neural subsystems involved in controlling human/primate sensorimotor behavior. Effects of brain lesions on

overt behavior, possibilities for rehabilitation. Systems theory approach. Lectures, seminars, class presentations.

**Kin 5981. Research Methodology in Kinesiology and Leisure Studies.** (3 cr; prereq 3151 or equiv, §Rec 5981; AF only)  
Defines/reviews various types of research in exercise/sport science, physical education, and recreation studies. Qualitative research, field studies, and methods of introspection as alternative research strategies to traditional scientific paradigm.

**Kin 5992. Readings in Kinesiology.** (1-9 cr [max 9 cr]; prereq CEHD student, grad, #; AF only)  
Independent study under tutorial guidance.

**Kin 5995. Research Problems in Kinesiology or Physical Education.** (1-6 cr [max 6 cr]; prereq Kin grad or MEd student or #; AF only)  
Focus on selected topics in physical activity/human performance.

**Kin 6151. Theoretical Foundations of Curriculum and Instruction in Physical Education.** (2 cr; prereq Phys Ed MEd/init lic student; AF only)  
Selection of effective instructional strategies/assessment. Design, progression, and presentation of tasks in physical education curriculum.

**Kin 6521. Pedagogy I: Elementary Physical Education.** (4 cr; prereq Phys Ed MEd/init lic student; AF only)  
Instructional components/knowledge structures for teaching/learning process of K-6 physical educator in diverse settings.

**Kin 6522. Pedagogy II: Secondary Physical Education.** (4 cr; prereq Phys Ed MEd/init lic student; AF only)  
Instructional components for teaching/learning process of grades 6-12 physical educator in diverse settings.

**Kin 6596. Clinical Experience I: Physical Education.** (4 cr; prereq 6151, 6521, 6522, phys ed MEd/init lic student or #; SN only)  
Half-day supervised teaching in an urban elementary school physical education setting.

**Kin 6597. Clinical Experience II: Physical Education.** (4 cr; prereq 6596, phys ed MEd/init lic student or #; AF only)  
Half-day supervised teaching in urban or suburban elementary, middle, or high school physical education setting.

**Kin 6598. Clinical Experience III: Physical Education.** (6 cr; prereq 6597, phys ed MEd/init lic student or #; AF only)  
Full-day supervised teaching in urban or suburban elementary, middle, or high school physical education setting.

## Mathematics Education (MthE)

**MthE 5011. Arithmetic Structures in School Mathematics.** (3 cr; prereq Math Ed init lic student or tchg exper)  
Pedagogy, content, and instructional strategies for teaching arithmetic. Content and issues relevant to the K-8 mathematics curriculum. Instructional materials and technology appropriate for elementary or middle school arithmetic. Credit hours and targeted level vary with particular classes.

**MthE 5021. Algebraic Structures in School Mathematics.** (3 cr; prereq tchg exper or #)  
Pedagogy, content, and instructional strategies for teaching arithmetic. Content and issues relevant to the algebra curriculum. Instructional materials and technology appropriate for arithmetic. Each offering of the course will focus on either elementary/middle or middle/secondary grade levels.

**MthE 5031. Geometric Structures in School Mathematics.** (3 cr; prereq Math Ed init lic student)  
Pedagogy, content, and instructional strategies for teaching school geometry. Content and issues relevant to the geometry curriculum. Instructional materials and technology appropriate for geometry. Each offering will focus on either elementary/middle or middle/secondary grade levels.

**MthE 5100. Topics in Mathematics Education.** (1-6 cr [max 12 cr]; prereq ed or grad student)  
Issues, materials, and instructional techniques focusing on a single current topic of particular relevance to secondary school and college mathematics teachers.

**MthE 5101. Teaching Elementary School Mathematics.** (3 cr; prereq Elem Ed or Special Ed MEd student or tchg license or #)  
Modern trends, methods, and materials used to convey mathematical ideas.

**MthE 5155. Rational Number Concepts and Proportionality.** (3 cr; prereq ed student or #)  
The relationship between the development of rational number concepts and proportional reasoning skills. Examination of how newer school curricula treat these concepts. Application of materials in the classroom and analysis of results. Reading and responding to current research.

**MthE 5161. Developing Leadership in School Mathematics.** (3 cr; prereq tchg exper or #)  
Current developments in the psychology and pedagogy of mathematics education as related to the evolving nature of mathematics education objectives. Emerging use of technology in the mathematics classroom. Techniques for the development of supervisory abilities. Characteristics of effective staff development.

**MthE 5170. Historical Topics in the Mathematics Classroom.** (1-3 cr)  
Historical underpinnings of school mathematics content and methodology. Cross-cultural contributions in the development of mathematical ideas. Development of lessons, activities, and materials for school use.

**MthE 5171. Teaching Problem Solving.** (3 cr)  
Investigation of fundamental concepts and principles of problem solving, reasoning, and proof. Emphasis on activities and applications appropriate for junior and senior high classes. Pedagogical experiences to prepare teachers to teach problem solving, reasoning, and proof in classrooms.

**MthE 5172. Teaching Probability and Statistics.** (3 cr)  
Investigation of fundamental concepts and principles of probability and statistics. Emphasis on activities and applications appropriate for junior and senior high school classes. Pedagogical experiences to prepare teachers to integrate quantitative literacy accurately and effectively in classrooms.

**MthE 5174. Ethics, Psychophysical Human Development, and the Internet.** (1 cr)

Investigation of concepts and themes common to ethics, mathematics, physical science, human development, and the Internet. Emphasis on developing understanding of fundamental concepts and principles, on problem solving in a distributed intelligence environment (the Web) and on activities appropriate for K–12 classes.

**MthE 5313. Teaching and Learning Mathematics in the Middle School.** (3 cr; prereq tchg exper or #)

Mathematics learning, instruction methods, mathematical topics, and assessment procedures appropriate for the middle grades. Examination of newer curricular materials. Illustration of successful instructional techniques. Discussion of the relationship between the nature of the learner and effective instruction.

**MthE 5314. Teaching and Learning Mathematics.** (3 cr; prereq Math Ed or CI Med or grad student or #)

Methods, materials, and curriculum development. Principles of learning. Review of research. Preparation/evaluation of tests, units, and materials of instruction. Recent developments in mathematics curriculum and in instructional alternatives. Issues in teaching/learning. Program planning/evaluation.

**MthE 5355. Mathematics for Diverse Learners.** (3 cr; prereq Elem Ed or Special Ed MED student or tchg license or #)

Mathematical concepts and methods for exceptional students, both low achieving and gifted. Experimental materials and methods designed for underachieving students.

**MthE 5366. Technology-Assisted Mathematics Instruction.** (3 cr)

Technology—including computers, programmable and graphing calculators, and video—as instructional tools in mathematics; design and evaluation of technology-based mathematics lessons; the effect of technology on the mathematics curriculum; managing the technology-enriched classroom.

**MthE 5696. Student Teaching in Mathematics.** (1-8 cr [max 8 cr]; prereq MEd/init lic student or #; SN only)

Student teaching in secondary school mathematics classes.

**MthE 5993. Directed Studies in Mathematics Education.** (2 cr; prereq Math Ed MED student, #; SN only)

Secondary school classroom teaching project to improve specific teaching skills, planned by student, approved/directed by student's adviser.

**Recreation, Park, and Leisure Studies (Rec)**

**Rec 3796. Senior Internship in Recreation, Park, and Leisure Studies.**

(1-12 cr [max 12 cr]; prereq Rec sr, #; SN only)  
Supervised field experience for pre-professional students in selected agencies.

**Rec 5101. Foundations of Recreation.** (3 cr; prereq MEd or grad student or #; AF only)

Investigation of the rational, sociological, psychological, and philosophical foundations of

the recreational use of leisure in contemporary society. Includes a survey of leisure services.

**Rec 5111. Sports Facilities.** (3 cr; prereq Kin or Rec major or #, \$Kin 5111; AF only)

Steps in planning and building facilities for athletics, physical education, and sport for college, professional, and public use.

**Rec 5115. Event Management in Sport.** (3 cr; prereq grad student, #, \$Kin 5115; AF only)

Techniques and principles of planning, funding, and managing sport events. Collegiate championships, non-profit events and benefits, professional events.

**Rec 5161. Recreation Land Policy.** (3 cr; prereq 1501 or 5101 or #; AF only)

Historical development of recreational land policy in the United States and related contemporary issues in policy, management, interpretation, and research.

**Rec 5191. Commercial Recreation and Tourism.** (3 cr; prereq 3551 or #; AF only)

Scope and development of profit-oriented recreation agencies, including an emphasis on the tourism industry.

**Rec 5211. Introduction to Therapeutic Recreation.** (3 cr; prereq 1501 or \$15101, Rec major or #; AF only)

Purposeful intervention; roles of specialist and recreation therapists in meeting cognitive, physical, emotional, social needs of people with disabling conditions through recreation services; changing societal attitudes toward illness and disability and the self-concepts of individuals with impairments.

**Rec 5215. Assess and Monitor Patient/Client Functioning in Recreation Therapy.** (3 cr; prereq TR major or academic health professional or #; majors A-F only)

Selecting appropriate techniques and tools, analysis of individual p/c supports and deficits. Monitoring and recording progress in RT and in collaborative services: standard notes; team meetings; online reporting for quality assurance, referral, augmentation or termination of services.

**Rec 5221W. Comprehensive Therapeutic Recreation Services Development and Management.** (4 cr; prereq 5211 or #, Rec major)

Guided development of written plans including development of protocols and critical pathways, intervention programs/activities, individual treatment plans and standards for appropriate placement of individuals in group intervention, and management of patient/client service delivery, record keeping, and administrative responsibilities.

**Rec 5231. Therapeutic Recreation and Diagnostic Groups.** (3 cr; prereq 5211 or #; AF only)

Definitions, philosophies, methodologies regarding therapeutic recreation services for persons in diagnostic groups of cognitive, physical, sensory, communication, and psychiatric impairments/disabilities. Lectures, group discussion. Presentations by parents, professionals, and self-advocates. Clinical or community practicum assignment.

**Rec 5241. Functional Intervention: Recreation Therapy in Geriatric Care.** (3 cr; prereq 3541W or 5111 or #; AF only)

Role of leisure in maintenance of mental, physical, social-emotional health and func-

tioning. Issues relative to prevention of impairment/disability. Rehabilitation, support of vital life involvement, effect on design and delivery of recreation services.

**Rec 5271. Community Leisure Services for Persons With Disabilities.** (3 cr; prereq 1501, Rec major, or #; AF only)

Exploration and application of concepts and techniques of normalization and least restrictive environment strategies to leisure service delivery in inclusive community settings for a range of individuals with disabilities.

**Rec 5288. Grant Writing in Human Services.** (3 cr; AF only)

Identify, develop, and procure financial assistance for programs in human services, including education, recreation, and social programs. Skills and strategies for preparing and evaluating competitive proposals for grant support through federal agencies and private foundations or corporations.

**Rec 5301. Wilderness and Adventure Education.** (4 cr; AF only)

Rationale for, methods in applying wilderness and adventure education programs in education, recreation, corporate, human service settings. Emphasizes adventure and wilderness program management.

**Rec 5311. Programming Outdoor and Environmental Education.** (3 cr; AF only)

Methods, materials, and settings for developing and conducting environmental and outdoor education programs.

**Rec 5421. Sport Finance.** (3 cr; prereq grad student, #, \$Kin 5421; AF only)

Introduction to financial analysis in sport. Cash flow statements, budgeting issues, traditional and innovative revenue producing strategies available to sport organizations. Discussion, practical analysis of current market.

**Rec 5461. Foundations of Sport Management.** (3 cr; prereq Kin or Rec major or #, \$Kin 5461; AF only)

Theories and techniques in administering and managing sport enterprises. Organizational theory and policy. Practical examples of sport management skills and strategies.

**Rec 5511. Women in Sport and Leisure.** (3 cr; \$Kin 5511; AF only)

Critically examines women's involvement in and contributions to sport, physical activity, and leisure.

**Rec 5601. Ethics in Sport Management.** (2 cr; prereq grad student, #, \$Kin 5601; AF only)

How we develop morally. Sport and perpetuation of violence in society. Moral reasoning. Moral and ethical conduct in sport. Historical, philosophical, and sociological perspectives. Critical reading, writing, discussion.

**Rec 5631. Programming and Promotion in Sport.** (3 cr; prereq grad student, #, \$Kin 5631; AF only)

Introduction to marketing concepts as they apply to sport industry. Consumer behavior, market research, marketing mix, corporate sponsorship, licensing concepts. Discussion, practical application.

**Rec 5801. Legal Aspects of Sport and Recreation.** (4 cr; prereq 3551 or 5461 or #, §Kin 5801; AF only)

Legal issues related to recreation, park, and sport programs and facilities with public and private sectors.

**Rec 5900. Special Topics: Contemporary Issues in Leisure Services.** (1-12 cr [max 12 cr])

Contemporary issues emphasizing administrative and supervisory functions for recreation and allied professionals; individual offerings, to be determined by faculty, focus on special issues and professional groups.

**Rec 5981. Research Methodology in Kinesiology and Leisure Studies.** (3 cr; prereq MEd or grad student or #, §Kin 5981; AF only)

Defines and reviews various types of research in exercise and sport science, physical education, and recreation studies. Covers qualitative research, field studies, and methods of introspection as alternate research strategies instead of relying on traditional scientific paradigm.

**Rec 5992. Readings: Recreation.**

(1-3 cr [max 9 cr]; prereq #)

Independent study under tutorial guidance by a faculty member in leisure studies. Intended as an opportunity to conduct in-depth study and reading on particular topic(s) not covered in regular coursework.

**Rec 5995. Problems in Recreation, Park, and Leisure Studies.**

(1-12 cr [max 30 cr]; prereq MEd or grad student or #)

Independent study of leisure service programs, systems, facilities, or policies; focus on conduct of recreation programs. Intended for scholarly projects (e.g., library or field research) or demonstration projects in the field of leisure studies and services. Not intended for additional fieldwork, practicum, or programming experience.

**Rec 6796. Practicum in Recreation, Park, and Leisure Studies.** (3-9 cr [max 36 cr]; prereq Rec MEd or grad student, or #; SN only)

Supervised experiences in program operation, management, administration and supervisory duties in therapeutic recreation, leisure services, or sport management.

**Sport Studies (SpSt)****SpSt 3641. Training and Conditioning for Sport.** (2 cr; prereq Kin or SpSt major; AF only)

Overview of history, development, current philosophies of physical training methods used in sport. Theory, scientific basis for training methods, methods for evaluation and prescription.

**Work, Community, and Family Education (WCFE)****WCFE 4990. Special Topics: Professional Issues in WCFE.** (1-4 cr [max 12 cr])

Course content varies by offering.

**WCFE 5002. Thinking, Learning, and Teaching in Work, Community, and Family.** (3 cr; AF only)

Nature of thinking and learning in everyday life contexts of family, work, community. Theory and practice relevant to stimulating and supporting thinking and learning in these contexts.

**WCFE 5011W. Technology and Public Ethics.** (3 cr; AF only)

Nature of technology. Values, ethical issues related to technology. Technology and transformation of workplace, family, community life. Critique of technology.

**WCFE 5021. Learning Through Service.** (3 cr)

Service as both a philosophy and method of learning. Content covers both the theory and the practice of service in school-based and community-based organizations.

**WCFE 5031. Information Resources in Education.** (3 cr; SN only)

Sources of knowledge and search strategies for accessing library, electronic, institutional, and informal resources of interest to educators.

**WCFE 5101. Introduction to Leadership and Administration of WCFE.** (3 cr)

Basic concepts of finance, public relations, communications, legal aspects, leadership, personnel policies and management, program planning and development, evaluation, and interinstitutional collaboration of work, community, and family education programs in school-based settings.

**WCFE 5102. Leadership in WCFE.** (2 cr)

An introduction to the concepts of leadership, leadership roles and responsibilities, and application to work, community, and family education settings.

**WCFE 5121. Principles of Supervisory Management.** (3 cr)

Introduction to the principles of supervision in education, business, industry, government, and service organizations.

**WCFE 5125. Critical Pedagogy.** (3 cr; SN only)

Examination of critical pedagogy; critique of power relations regarding race, culture, class, gender, and age in various educational settings; consideration of improved practice in education for children, youth, and adults.

**WCFE 5131. Planning WCFE.** (3 cr)

Examination of educational planning and evaluation of work, community, and family education in formal and nonformal settings.

**WCFE 5141. Evaluation of WCFE.** (3 cr)

Designing and conducting project, program, and systems evaluations in work, community, and family education contexts and settings.

**WCFE 5201. Family and Work Relationships.** (3 cr; §FE 5201; AF only)

Examination of the interactions of work and family to prepare professionals to improve work and family relationships.

**WCFE 5301. Philosophy and Practice of Vocational Education.** (2 cr; AF only)

Purposes, recipients, practices, legislation and funding, socioeconomic contexts of work, community, and family education.

**WCFE 5331. Coordination Techniques for Work and Community Education.** (3 cr)

Purposes of cooperative work and community education; responsibilities of instructor coordinator; guidance, selection, placement, supervision and evaluation of students; articulation of related instruction; training sponsor identification, orientation, development, and evaluation; management of the program.

**WCFE 5341. Global Program Delivery Techniques and Technology.** (2 cr; §AFEE 5341; AF only)

Special educational activities and teaching and communications methods and techniques for youth and adults, ranging from outreach to extension services, with an emphasis on youth and adult education programs in different global settings.

**WCFE 5351. Methods for Change in Developing Countries.** (3 cr; §AFEE 5351; AF only)

Sociological and cultural parameters as they pertain to promoting the adoption of improved practices in rural, community, and agricultural development, including formal and informal education institutions. Project planning, implementation, and evaluation related to actual change and development situations in developing countries.

**WCFE 5400. Special Topics in Youth Development Leadership.** (1-4 cr [max 4 cr])

An examination of important social and political topics of current interest to youth development practitioners with an emphasis on leadership implications for practice in youth agencies, congregations, schools, and other community settings. Content varies by offering.

**WCFE 5411. The Everyday Lives of Youth.** (3 cr; AF only)

Lived realities of body, time, space, other, and self from an existential and phenomenological perspective.

**WCFE 5412. Experiential Learning: Theory and Practice.** (3 cr; §EdPA 5378; AF only)

Examines the theory and practices of learning by doing. Emphasis on the educator's personal engagement in the actual process to understand the technical, motivational, and evaluative aspects of experiential learning.

**WCFE 5413. Organizational Approaches to Youth Development.** (3 cr; §EdPA 5376; AF only)

Language, historical influences, and educational philosophies fundamental to youth development work in organizations serving youth.

**WCFE 5414. Issues in Youth Development Leadership.** (3 cr; AF only)

An examination of issues that drive the professional practice of community-based youth work. Participants engage experts from the family, community, schools, and workplace to develop a deeper understanding of how public issues and policy affect the everyday lives of youth.

**WCFE 5451. Seminar: Youth Development Leadership.** (1-4 cr [max 4 cr]; prereq Youth Development Leadership student or #; SN only)

Applies principles of healthy youth development, nonformal learning venues, and experiential education to practice/policies of community-based youth work. Individual/group projects focus on applied research, community-based teaching/learning, and foundations of ethical practice. Four-course sequence.

**WCFE 5496. Leadership Field Experience: Youth Development.** (4 cr; SN only)

Leadership in support of healthy youth development. Work in agency dedicated to community-based youth programming, edu-

cation, public policy; advocacy for children, youth, families.

**WCFE 5511. Education for Work. (3 cr)**  
Examination of contextual bases underlying education for work; implications for practice.

**WCFE 5521. School-to-Work Policies. (3 cr)**  
Examination of the aims and purposes, federal and state policies, educational reform, and issues and concepts relating to school-to-work education.

**WCFE 5522. School-to-Work Practices. (3 cr)**  
Examination of learning in context; curricular integration; educational system articulation; educational partnerships; best practices in school-based, work-based, service-based learning, and connecting activities; building community support; and leadership relating to school-to-work education.

**WCFE 5601. Student and Trainee Assessment. (2 cr; §HRD 5601; AF only)**

Development of tests of knowledge; effect and processes for programs focused on instruction of skills associated with business and industry; development of learning progress reporting systems; evaluation of instructional effectiveness.

**WCFE 5629. Course Development for Business and Industry. (2 cr; §HRD 5629; AF only)**

Identifying content, objectives, sequencing, planning lessons, methods, and media for instruction, evaluation, and feedback.

**WCFE 5661. Instructional Methods for Business and Industry Education. (2 cr; prereq §HRD 5661)**

Basic instructional strategies and techniques in instructional settings, from schools and colleges to business and industry.

**WCFE 5696. Teaching Internship: Introduction. (1 cr; prereq init lic student; SN only)**

Initial experiences in the teaching profession provided through observations of school orga-

nization and administration, seminars, relationship building with cooperating teachers, and a reflection on personal involvement as a beginning student teacher.

**WCFE 5697. Teaching Internship: School and Classroom Settings. (2 cr; prereq 5696)**

Part-time supervised teaching experience in a school. Seminars on managing student's learning in the context of work, community, and family education programs in contemporary schools and on becoming a reflective educator.

**WCFE 5698. Teaching Internship. (3-8 cr [max 8 cr]; prereq init lic student)**

Teaching experience in a school system that provides programs for grades 5-12.

**WCFE 5699. Teaching Internship: Extended Practice. (1 cr; prereq 5698)**

Extended student teaching experience in a school system that provides programs for grades 5-12.

**WCFE 5771. Teaching Entrepreneurship: Small Business Management. (3 cr)**

Methods, organization, curriculum development and modification, and implementation of educational programs for entrepreneurs.

**WCFE 5801. Educating Special Populations in Work, Community, and Family Settings. (3 cr)**

Identifying and accommodating educational traits of students with disabilities and disadvantageous conditions in work, community, and family settings.

**WCFE 5802. Interagency Collaboration for Special Populations in Work, Community, and Family Settings. (2 cr)**

Interagency planning issues and practices relating to special populations for educational, business, and human service organization personnel, as well as family members and advocates.

**WCFE 5821. Diversity Issues and Practices in Work, Community, and Family Settings. (3 cr; §HRD 5821)**

Examination of the nature of diverse populations and their unique learning and training needs, exemplary programs, and collaborative efforts among persons representing work, community, and family settings.

**WCFE 5822. Diversity and Organizational Transformation in Work, Community, and Family Education. (2 cr; §HRD 5822)**

Developing models for understanding the impact of diversity on individual, organizational, and community outcomes; discussing organizational change in relation to diversity.

**WCFE 5823. Program Planning and Improvement for Special Populations in Work, Community, and Family Education. (2 cr)**

Concepts, issues, and practices related to the design, implementation, and evaluation of efforts focused on developing new programs or modifying existing programs for individuals with special learning needs in work, community, and family settings.

**WCFE 5901. Using Research in Work, Community, and Family Education. (3 cr)**

Introduction to the role of work, community, and family education research in professional practice, significant problems of practice for research, alternative modes of research, and synthesis and application of the results of research.

**WCFE 5990. Special Topics in Work, Community, and Family Education. (1-4 cr [max 4 cr])**

Topics vary.

**WCFE 5993. Directed Study in WCFE. (1-4 cr [max 4 cr]; prereq Δ)**

Self-directed study, with faculty advice, in areas not covered by regular courses.

# Faculty and administration

## Administration

### University administration

#### University regents

Maureen K. Reed, *Stillwater, chair*  
 Robert S. Bergland, *Roseau, vice chair*  
 Anthony R. Baraga, *Side Lake*  
 Dallas Bohnsack, *New Prague*  
 William E. Hogan II, *Minnetonka*  
 Warren C. Larson, *Bagley*  
 David R. Metzger, *South St. Paul*  
 H. Bryan Neel III, *Rochester*  
 Michael O'Keefe, *Minneapolis*  
 Jessica J. Phillips, *Minneapolis*  
 Patricia B. Spence, *Rice*

#### University administrators

Mark Yudof, *president*  
 Robert Bruininks, *executive vice president and provost*  
 Frank B. Cerro, *senior vice president for health sciences*  
 Tonya Moten Brown, *vice president and chief of staff*  
 Charles Muscopolat, *vice president for agricultural policy*  
 Carol Carrier, *vice president for human resources*  
 Christine Maziar, *vice president for research and dean of the Graduate School*  
 Robert Jones, *vice president for campus life*  
 Sandra Gardebring, *vice president for university relations*  
 Eric Kruse, *vice president for university services*  
 Mark B. Rotenberg, *general counsel*

### College administration

Steven R. Yussen, *dean*  
 Robert C. Serfass, *associate dean for academic affairs*  
 Jim Yselydyke, *associate dean for research*  
 Mary L. Bents, *assistant dean, director, Student & Professional Services*  
 Deborah Dillon, *chair, Department of Curriculum and Instruction*  
 James C. Hearn, *chair, Department of Educational Policy and Administration*  
 Mary A. McEvoy, *chair, Department of Educational Psychology*  
 Ann S. Masten, *director, Institute of Child Development*  
 Michael G. Wade, *director, School of Kinesiology and Leisure Studies*  
 Jane E. Pihlal, *interim chair, Department of Work, Community, and Family Education*

## Faculty

### Curriculum and Instruction

Avery, Patricia, *professor*  
 Ph.D., Emory University  
*Social studies education, history of American education, political education*  
 § Beach, Richard W., *professor*  
 Ph.D., University of Illinois  
*English education*  
 Bigelow, Martha, *assistant professor*  
 Ph.D., Georgetown University  
*Second languages and cultures*

Buggey, JoAnne, *lecturer*  
 Ph.D., University of Washington  
*Elementary education, social studies education*

Carrier, Carol A., *professor*  
 Ph.D., Syracuse University  
*Instructional design variables, including learner characteristics*

Ceglowski, Deborah, *assistant professor*  
 Ph.D., University of Illinois, Urbana-Champaign  
*Early childhood education*

§ Cogan, John, *professor*  
 Ph.D., The Ohio State University  
*Elementary education, social studies education*

Cramer, Kathleen, *associate professor*  
 Ph.D., University of Minnesota  
*Mathematics education*

DiBlasio, Margaret, *associate professor*  
 Ph.D., The Ohio State University  
*Art education*

Dillon, Deborah, *professor*  
 Ph.D., University of Georgia  
*Literary research and methods*

Finley, Fred, *associate professor*  
 Ph.D., Michigan State University  
*Science education, environmental education*

Galda, Lee, *professor*  
 Ph.D., New York University  
*Children's literature, response to literature*

Graves, Michael F., *professor*  
 Ph.D., Stanford University  
*Reading and English education*

Hartoonian, Michael H., *lecturer*  
 Ph.D., University of Wisconsin  
*Social studies education*

Heller, Patricia A., *associate professor*  
 Ph.D., University of Michigan  
*Elementary and science education*

Hooper, Simon R., *associate professor*  
 Ph.D., Pennsylvania State University  
*Instructional systems and technology*

Huffman, Douglas, *assistant professor*  
 Ph.D., University of Minnesota  
*Curriculum and instruction: science education*

Hughes, Joan, *assistant professor*  
 Ph.D., Michigan State University  
*Language arts curriculum, teaching with technology*

Johnson, Roger T., *professor*  
 Ed.D., University of California-Berkeley  
*Elementary and science education, cooperative learning*

Kahan, Jeremy, *assistant professor*  
 Ph.D., University of Maryland  
*Mathematics education*

Kalnin, Julie, *assistant professor*  
 Ph.D., University of California-Berkeley  
*Literacy studies and English education*

Lambrecht, Judith, *professor*  
 Ph.D., University of Wisconsin  
*Computer technology, accounting methods, office and economic education*

Lawrenz, Frances, *professor*  
 Ph.D., University of Minnesota  
*Science education, evaluation*

Lensmire, Timothy, *associate professor*  
 Ph.D., Michigan State University  
*Literacy education, elementary school writing instruction*

Manning, John, *professor*  
 Ed.D., Boston University  
*Elementary education, literacy education*

O'Brien, David, *professor*  
 Ph.D., University of Georgia  
*Literacy education, use of information technologies*

Post, Thomas R., *professor*  
 Ph.D., Indiana University  
*Elementary education, mathematics education*

Taylor, Barbara M., *professor*  
 Ed.D., Virginia Polytechnic Institute and State University  
*Literacy education, reading difficulties*

Tedick, Diane J., *associate professor*  
 Ph.D., The Ohio State University  
*Second languages and cultures education*

Walker, Constance L., *associate professor*  
 Ph.D., University of Illinois, Urbana-Champaign  
*Second languages and cultures, serving bilingual populations*

§ Watts-Taffe, Susan, *associate professor*  
 Ed.D., State University of New York-Buffalo  
*Elementary education, literacy education*

### Educational Policy and Administration

Alexander, Nicola, *assistant professor*  
 Ph.D., State University of New York-Albany  
*Public administration, school finance*

Ammentorp, William M., *professor*  
 Ph.D., University of Chicago  
*Organizational systems and theory, higher education administration and finance*

§ Anderson, Melissa S., *associate professor*  
 Ph.D., University of Minnesota  
*Higher education administration and policy, equity and finance*

Brunner, C. Cryss, *associate professor*  
 Ph.D., University of Kansas  
*Educational management and leadership*

§ Chapman, David C., *professor*  
 Ph.D., Syracuse University  
*Education development, program evaluation, education policy*

§ Cogan, John J., *professor*  
 Ph.D., The Ohio State University  
*Comparative and international development education*

Fry, Gerald W., *professor*  
 Ph.D., Stanford University  
*Southeast Asia, comparative education, international educational reform*

§ Harkins, Arthur M., *associate professor*  
 Ph.D., University of Kansas  
*Educational and workplace futures, knowledge-based education, anticipatory leadership*

Hearn, James C., *professor*  
 Ph.D., Stanford University  
*Postsecondary education policy, policy analysis, educational organization*

Hendel, Darwin, *associate professor*  
 Ph.D., University of Minnesota  
*Undergraduate education, evaluation of teaching and learning, strategic planning*

Johnson, David R., *associate professor*  
 Ph.D., University of Minnesota  
*Special education administration, evaluation studies, disability policy analysis*

King, Jean A., *associate professor*  
 Ph.D., Cornell University  
*School change, program evaluation, action research*

Lewis, Darrell R., *professor*  
 Ph.D., Louisiana State University  
*Economics of education, economic evaluation, equity issues*

McLeod, Scott, *assistant professor*  
 Ph.D., University of Iowa  
*Educational management and leadership*

§ Paige, R. Michael, *associate professor*  
 Ph.D., Stanford University  
*International development education, intercultural education and training, multicultural education*

Schneider, Byron J., *associate professor*  
 Ph.D., University of Chicago  
*Youth development leadership, youth policy*

Seashore, Karen, *professor*  
 Ph.D., Columbia University  
*Organizational theory, planned change, schools as workplaces, leadership*

Yeh, Stuart, *assistant professor*  
 Ph.D., Stanford University  
*Education program evaluation*

§ York-Barr, Jennifer, *associate professor*  
 Ph.D., University of Wisconsin  
*Interprofessional collaboration, staff development, school restructuring, developmental disabilities*

### Educational Psychology

§ Bart, William M., *professor*  
 Ph.D., University of Chicago  
*Cognitive process in reasoning, cognitive diagnostic testing and associated psychometric models, educational reform and improvement*

Bruininks, Robert H., *professor*  
 Ph.D., Vanderbilt University  
*Developmental disabilities*

Christenson, Sandra L., *professor*  
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*Home-school-community collaboration, ecological assessment*

Davenport, Ernest C., *associate professor*  
 Ph.D., University of North Carolina-Chapel Hill  
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Davison, Mark L., *professor*  
 Ph.D., University of Illinois, Urbana-Champaign  
*Educational and psychological measurement, psychological scaling, statistics*

Deno, Stanley L., *professor*  
 Ph.D., University of Minnesota  
*Mild disabilities*

Erickson, V. Lois, *associate professor*  
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*Human development, cognitive development, depth psychology*

Espin, Christine A., *associate professor*  
 Ph.D., University of Minnesota  
*Learning disabilities*

\* Garfield, Joan, *associate professor*  
 Ph.D., University of Minnesota  
*Applied statistics, survey design, evaluation methods*

Ginsburg-Block, Marika, *assistant professor*  
 Ph.D., University of Pennsylvania  
*School-based intervention for low-achieving urban youth*

Goh, Michael, *assistant professor*  
 Ph.D., University of Minnesota  
*Counseling and student personnel psychology*

Harwell, Michael, *professor*  
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*Educational statistics*

§ Recipient of teaching or advising award

\* Recipient of the Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education

‡ McKnight Professor

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*Computer applications, experimental design as applied to counseling research*

Hupp, Susan C., *professor*  
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*Cooperation and competition, conflict resolution, social psychology of groups*

Lawrenz, Frances P., *professor*  
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*Science education, program and evaluation studies*

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*Emotional and behavioral disorders*

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McEvoy, Mary A., *professor*  
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§ Ysseldyke, James E., *professor*  
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*Educational outcomes, assessment, education of students with mild disabilities*

### Institute of Child Development

§ Bauer, Patricia J., *professor*  
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*Cognitive and conceptual development, memory*

\*§ Collins, W. Andrew, *professor*  
Ph.D., Stanford University  
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Crick, Nicki R., *professor*  
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*Social-cognitive aspects of development*

Egeland, Byron, *professor*  
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*Developmental psychopathology, abuse and maltreatment*

Georgieff, Michael, *professor*  
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*Neonatology*

‡ Gunnar, Megan R., *professor*  
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*Social and biological aspects of development*

‡ Karatekin, Canan, *assistant professor*  
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\*§ Masten, Ann S., *professor*  
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‡ Nelson, Charles A., *professor*  
Ph.D., University of Kansas  
*Perceptual and cognitive development, cognitive neuroscience*

Pick, Anne D., *professor*  
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*Perceptual development, cognitive processes*

Pick, Jr., Herbert L., *professor*  
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*Perceptual development, learning*

Sera, Maria D., *associate professor*  
Ph.D., Indiana University  
*Cognitive and linguistic development*

Sraute, L. Alan, *professor*  
Ph.D., University of Wisconsin  
*Socioemotional development, developmental psychopathology*

§ Weinberg, Richard A., *professor*  
Ph.D., University of Minnesota  
*Behavior genetics, assessment, preschool education*

Yonas, Albert, *professor*  
Ph.D., Cornell University  
*Perceptual development*

Yussen, Steven R., *professor*  
Ph.D., University of Minnesota  
*Children's learning and cognitive development*

### Kinesiology and Leisure Studies

Anderson, Bruce, *associate professor*  
Ph.D., University of Minnesota  
*Recreational sports, sport facility management*

§ Burton, Allen W., *professor*  
Ph.D., University of Oregon  
*Adapted physical education, motor development, movement skill assessment*

Dengel, Donald, *assistant professor*  
Ph.D., University of Georgia  
*Exercise science, geriatrics*

Hancock, Peter A., *professor*  
Ph.D., University of Illinois  
*Human factors/ergonomics, study of time, motor behavior and performance*

Kane, Mary Jo, *professor*  
Ph.D., University of Illinois  
*Social-psychological parameters of sport/physical activity, women in sport*

Konczak, Jürgen, *associate professor*  
Ph.D., University of Wisconsin  
*Neuromotor control, biomechanics of coordination, pathokinesiology, developmental kinesiology*

Krotee, March L., *associate professor*  
Ph.D., University of Pittsburgh  
*Psychology, sociology, international and comparative dimensions of sport*

Leon, Arthur S., *professor*  
M.D., University of Wisconsin  
*Exercise physiology, physical activity's role in chronic disease*

§ McAvoy, Leo, *professor*  
Ph.D., University of Minnesota  
*Outdoor recreation programs and resources, park planning and management*

Outley, Corliss, *assistant professor*  
Ph.D., Texas A&M University  
*Recreation and resources development*

Pickert, Robert P., *assistant professor*  
M.A., University of South Dakota  
*Physical activity programming, management, coaching, undergraduate advising*

Serfass, Robert C., *associate professor*  
Ph.D., University of Minnesota  
*Exercise physiology, sport training, fitness, sport nutrition*

Stoffregen, Thomas, *associate professor*  
Ph.D., Cornell University  
*Human factors*

§ Tabourne, Carla, *associate professor*  
Ph.D., New York University  
*Recreation therapy, geriatrics, intergenerational programming, comprehensive program and patient management*

Wade, Michael G., *professor*  
Ph.D., University of Illinois  
*Motor skill development, human factors, developmental disabilities, aging*

Wiese-Bjornstal, Diane M., *associate professor*  
Ph.D., University of Oregon  
*Sport psychology, youth sport, psychology of sport injury*

### Work, Community, and Family Education

Bartlett, Kenneth R., *assistant professor*  
Ph.D., University of Illinois, Urbana-Champaign  
*Human resource development, adult education*

Brown, James M., *professor*  
Ph.D., Bowling Green State University  
*Special learning needs, diversity in education and work settings*

Copa, George H., *professor*  
Ph.D., University of Minnesota  
*Aims and curriculum of work, community, family education*

Joerger, Richard, *assistant professor*  
Ph.D., University of Minnesota  
*Agricultural, food, and environmental education*

Johansen, Barry-Craig P., *assistant professor*  
Ph.D., University of Minnesota  
*Human resource development, adult education*

Jones, Stephan P., *associate professor*  
Ph.D., Iowa State University  
*Agricultural education and extension, extension education*

Krueger, Richard A., *professor*  
Ph.D., University of Minnesota  
*Program evaluation, focus group interviews*

Lambrech, Judith, *professor*  
Ph.D., University of Wisconsin  
*Business teacher education, instructional use of business software*

Leske, Gary W., *associate professor*  
Ph.D., University of Minnesota  
*Experiential education, leadership development*

Lewis, Theodore, *professor*  
Ph.D., The Ohio State University  
*Technology education curriculum, technology and work, workplace literacy*

McClelland, Jerry, *associate professor*  
Ph.D., Iowa State University  
*Family education, parent education*

\*§ McLean, Gary N., *professor*  
Ed.D., Columbia University  
*International management development, organizational quality and productivity, keyboarding*

Park, Rosemarie J., *professor*  
Ed.D., Harvard University  
*Adult literacy education, workplace literacy, women's issues*

\*§ Peterson, Roland L., *professor*  
Ed.D., University of Nebraska  
*Integration of vocational and academic education, curricular development, decision-case development*

Peterson, Shari L., *assistant professor*  
Ph.D., University of Minnesota  
*Adult education, human resource development, career decision-making*

§ Pihlal, Jane E., *associate professor*  
Ph.D., University of Chicago  
*Research methodology, integration of vocational and academic education, international education*

Pucel, David J., *professor*  
Ph.D., University of Minnesota  
*Education and training systems*

Rohde, Nancy J., *assistant professor*  
M.A., University of Minnesota;  
C.A.S., University of Wisconsin  
*Distance education, continuing education for adults*

Rossmann, Marilyn Martin, *associate professor*  
Ph.D., University of Minnesota  
*Family life education, parent education, sexuality education, work and family relationships*

Ruhland, Shelia, *assistant professor*  
Ph.D., University of Wisconsin  
*Continuing and vocational education*

Stone III, James R., *associate professor*  
Ed.D., Virginia Polytechnic Institute and State University  
*Education and work transitions for youth and adults, work-based learning*

Swanson, Richard A., *professor*  
Ed.D., University of Illinois  
*Human resource development, cost-benefit analysis, performance improvement*

§ Thomas, Ruth G., *professor*  
Ph.D., University of Minnesota  
*Thinking, learning, and teaching in context of everyday life*

Yang, Baiyin, *assistant professor*  
Ph.D., University of Georgia  
*Adult education, human resource development*

### Youth Development Leadership Cooperating Faculty

Baizerman, Michael, *professor*  
Ph.D., University of Pittsburgh  
*Everyday lives of youth; comprehensive work, community, and family education*

McAvoy, Leo H., *professor*  
Ph.D., University of Minnesota  
*Recreation, outdoor education, adventure training*

Schneider, Byron J., *associate professor*  
Ph.D., University of Chicago  
*Education and youth policy*

Walker, Joyce A., *professor*  
Ph.D., University of Minnesota  
*Community youth organizations, youth policy, youth development leadership*

# Index

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## University of Minnesota Mission Statement

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

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