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The College of Education
& Human Development

UNIVERSITY OF MINNESOTA

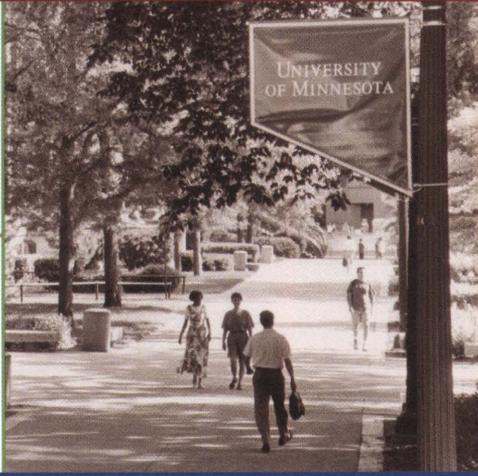


Professional Studies

C A T A L O G

Degree, licensure, and certificate programs
for career preparation and development

Continuing
Professional
Education



M.Ed.

Licensure

Certificate Programs

www.coled.umn.edu

1999 · 2001

The college at a glance

FOUNDED: 1905 as the Department of Pedagogy

ENROLLMENT: 2,911 full-year equivalent students

FACULTY: 128 tenured and tenure-track

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

DEGREES GRANTED: 1,136 degrees granted fall 1998-winter 1999 (255 B.S.; 684 M.Ed.; 227 master's and advanced graduate degrees). Also, 399 students completed postbaccalaureate teacher licensure.

NATIONAL ACADEMIC RANK: *U.S. News and World Report* ranked the college 10th among all professional schools of education (March 1999), 6th among all public professional schools. Nationally ranked programs include: counseling and student personnel psychology (1), developmental psychology (1), special education (3); vocational/technical education (3); educational psychology (7); curriculum and instruction (10); secondary education (11); elementary education (12); educational administration (14); higher education (14); social/philosophical foundations (14).

ENDOWED PROFESSORSHIPS AND CHAIRS: The college has 10 endowed chairs and professorships, totaling more than \$5.5 million. They include: Robert Beck Chair of Ideas; Emma Birkmaier Professorship in Educational Leadership; Guy Bond Chair in Reading; Lowell W. Hellervik/Personnel Decisions International Distinguished Professorship in Adult Career Development; Irving B. Harris Endowed Professorship in Child Development; William Harris Endowed Professorship in Child Development; Henry L. Taylor Professorship in Exercise Science and Health Enhancement; Dorothy McNeill & Elbridge Ashcraft Tucker Chair for Women in Sport, Exercise Science, and

Recreation; Rodney Wallace Professorship for the Advancement for Teaching and Learning; American Guidance Inc./John P. Yackel Professorship in Educational Assessment.

DIVERSITY: Key initiatives include the Common Ground Consortium, a collaborative effort between the college and nine Historically Black Colleges and Universities; the Multicultural Teacher Development Project, which recruits and helps to retain students of color for teacher development programs; Teachers of Color Incentive 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 dozens of international students
- linkages with universities in Kenya, Kyrgystan, Japan, and other countries

1999-2000 ACADEMIC CALENDAR

Fall semester 1999 (Sept 7-Dec 23)

Spring semester 2000 (Jan 18-May 13)

Intersession 2000 (May 22-June 9)

Summer session 2000 (June 12-Aug 18)



Welcome to the College of Education and Human Development's professional studies catalog! As you look through this catalog, I think you will see why the college ranks among the country's top ten professional schools of education: our superb

academic programs, a dedicated faculty committed to lifelong learning, and educational and personal resources to support you as a working professional.

We also have a strong commitment to develop and deliver programs that meet the needs of our students. 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.

As an alumnus of the college, I can say without a doubt that this commitment greatly enhanced my graduate study experience. As the dean, I promise that this commitment will continue.

Good luck in your studies! We look forward to getting to know you better and wish you well in meeting the professional and personal goals you have set for yourself.

Steven R Yussen

Steven R. Yussen, *dean*

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Interested in making your professional life more meaningful?

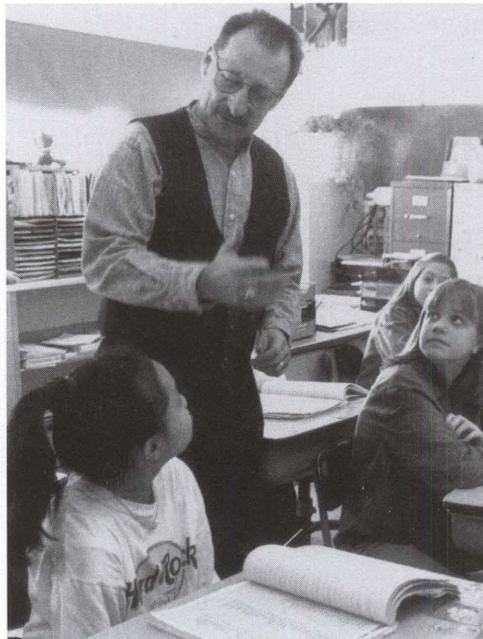
So you've earned your undergraduate degree. What now? Maybe you've been in your job for several years and are ready to advance your career. Perhaps it's time to pursue that other career you've always dreamed about. *Wouldn't it be great to find a place that values your experience and offers high-quality academic programs that meet your unique needs?*

Professional studies at the University of Minnesota's College of Education and Human Development do all that and more by offering 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 28 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.



28 different fields of study

innovative, relevant course content

customized programs to fit your needs and interests

top-ranked programs and faculty

convenient course scheduling and delivery



**Discover new ways
to make your career
work for you!**

Call (612) 625-6501 today or visit our
Web site at sps.coled.umn.edu/students
for more information about professional
studies at the College of Education and
Human Development.

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 4-17) 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.

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.

M.Ed. in adult education

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

AdEd/HRD 5001—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 Research (3 cr)

Certificate in adult education

AdEd/HRD 5001—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 (3 cr)

Licensure and licensure endorsement in adult basic education available

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 28-46 can be found on the Web at www.onestop.umn.edu.

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 provide 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.

Initial licensure in agricultural education

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 5003—Fundamentals of Alcohol and Drug Abuse (1.5 cr)

Major courses

AFEE 5111—Agricultural Education: Methods of Teaching (4 cr)

AFEE 5112—Agricultural Education Program Organization & 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 5301—Philosophy and Practice of Vocational 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)

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)

M.Ed. in agricultural education

Core requirements

AFEE 5290—Seminar: Current Issues in Agricultural Education and Extension (1-3 cr) or equivalent chosen in consultation with an adviser

AFEE 5995—Integrating Paper—Master of Education: Agricultural and Extension Education (1-4 cr)

WCFE 5901—Using Research in Work, Community, and Family Education (3 cr) Minimum of 10 credits selected in consultation with an adviser

4 credits within the college other than AFEE 10 credits in agricultural, food, and environmental sciences or related fields of study

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.

Initial licensure in visual arts education

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 and 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: Using Computers in the Art Classroom (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. in curriculum and instruction: art education

Core requirements

- CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
- CI 5177—Practical Research (3 cr)
- CI 5186—School-Related Projects (3 cr)
- CI 5000-level course in uses of technology (3 cr)

Art education requirements (12 cr)

Students select courses in consultation with adviser

Electives (6 cr)

Selected in consultation with an adviser

Licensure endorsement in visual arts education available

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 and marketing 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.

Initial licensure in business education

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 and 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 Business Employment (3 cr)
- BIE 5463—Methods in Teaching Keyboarding and Word Processing (2 cr)
- BIE 5629—Course Development for Business and Industry (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)
- BIE 5796—Field-Based Projects in Business and Industry (1-4 cr)
- WCFE 5901—Using Research in Work, Family, and Community Education (3 cr)

* does not count toward M.Ed.

M.Ed. 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 HRD 5196—Internship: Human Resource Development (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

- Kin 3113—First Responder for Coaches and Athletic Trainers (3 cr)
or current American Red Cross Standard First Aid and CPR cards
- Kin 3114—Prevention and Care of Athletic Injuries (3 cr)
- 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 (3 cr)

Electives

Selected in consultation with an adviser

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, seventh, and tenth 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.

Initial licensure in early childhood education

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 5003—Fundamentals of Alcohol and Drug Abuse (1.5 cr) *
- 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 5181—Clinical Experience in Elementary School Teaching (4 cr)
- 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 5281—Student Teaching 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)
- EPsy 5753—Student Teaching: Early Childhood Special Education (1 cr)

* does not count toward M.Ed.

M.Ed. in curriculum and instruction: early childhood education

Core requirements

- CPsy 4994—Directed Research in Child Psychology (3 cr)
- CPsy 4334—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)
- EPsy 5849—Observation and Assessment of Preschool Children (4 cr)

Electives in CPsy (4 cr)

Electives in either CPsy or CI (3 cr)

Concentration in early childhood education (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, early childhood 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.

Initial licensure in elementary education

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 5003—Fundamentals of Alcohol and Drug Abuse (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 (4 cr)
- CI 5183—Applying Instructional Methods in the Elementary Classroom (1 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)
- EPsy 5613—Foundations of Special Education I (3 cr)
- Kin 3327—Teaching Physical Education in the Elementary School (2 cr)
- MuEd 5011—Music in the Elementary Classroom Curriculum (2 cr)

Licensure in Minnesota requires that individuals completing elementary (K-6) licensure also must hold either a preprimary (age 3-grade 3) or a middle school (grades 5-8) license in one of the following areas: communication arts and literature, mathematics, science, or social studies. Please see an adviser in the elementary education program for specific course requirements.

* does not count toward M.Ed.

M.Ed. 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)

Six credits in education; three in related fields outside the college

Licensure endorsement in elementary education available

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. Each year, more than 90 percent of the college's graduates in this field find jobs in middle school or high school teaching positions.

Initial licensure in communication arts and literature

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 5003—Fundamentals of Alcohol and Drug Abuse (1.5 cr)

Major courses

- CI 5441—Teaching Literature in the Secondary School (3 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 (3 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)

M.Ed. in curriculum and instruction: English education

Core requirements

- CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
- CI 5177—Practical Research (3 cr)
- CI 5186—School-Related Projects (3 cr)
- CI 5000-level course in uses of technology (3 cr)

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 (2-3 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 sciences

A poster advertising the allure of environmental sciences shouts: “The real world is outside—get into it!” If that approach appeals to you, you will like environmental sciences. We emphasize field work in biology, geology, forestry, and other related subjects. Most of your fellow students are currently working as educators in elementary or middle school settings or want to add educational expertise to their jobs as recreational leaders, naturalists, or forestry managers, for example. 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. 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., Minnesota Extension Service, the 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 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.

Initial licensure in family and consumer sciences

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 5003—Fundamentals of Drug and Alcohol Abuse (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)

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.

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

M.Ed. in family education

Core requirements

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

Family education requirements

Students select 12 credits in family education

Electives

5-6 credits within the college

9-10 credits in a supporting focus on family/children/youth

Licensure endorsement in family and consumer sciences available

Licensure 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 programs 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 foreign countries.

M.Ed. in human resource development

34 credits, which must include the following courses:

- AdEd/HRD 5001—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 5001—Survey: Human Resource Development and Adult Education (3 cr)
- AdEd 5101—Strategies for Teaching Adults (3 cr) or HRD 5000-level elective (3 cr)
- HRD 5201—Personnel Training and Development (3 cr)
- HRD 5301—Organization Development (3 cr)
- HRD 5196—Internship: Human Resource Development (4 cr)

Industrial technology

"Shop class" has changed tremendously in the past 25 years and 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 in secondary and high school classes 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 settings and high schools, others become industrial trainers or provide education in other types of settings.

Initial licensure in technology education

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 5003—Fundamentals of Drug and Alcohol Abuse (1.5 cr)

Major courses

- BIE 5365—Curriculum Development in Technology Education (3 cr)
- BIE 5601—Student and Trainee Assessment (2 cr)
- BIE 5661—Instructional Methods for Business and Industry 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)
- BIE 5796—Field-Based Projects in Business and Industry (1-4 cr)
- WCFE 5901—Using Research in Work, Community, and Family Education (3 cr)

M.Ed. 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)

Major courses

- 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 HRD 5196—Internship: Human Resource Development (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 technology education available

Instructional systems and technology

This field of study attracts students from several different professional disciplines. Licensed teachers pursue studies in this area to learn methods for integrating technology into their classrooms. Professionals in business and industry are attracted to the multimedia design and development coursework that focuses on software design. Educators who work with adult learners also find this field useful for integrating distance learning techniques with their teaching strategies. Because this program features collaborative instruction from three nationally ranked departments within the college—Curriculum and Instruction; Educational Psychology; and Work, Community, and Family Education—participants will benefit from a rich, broad-based curriculum and faculty members with both research-based and hands-on expertise.

M.Ed. in curriculum and instruction: instructional systems and technology education

Core requirements

CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
 CI 5177—Practical Research (3 cr)
 CI 5186—School-Related Projects (3 cr)
 CI 5000-level course in uses of technology (3 cr)

Instructional systems and technology education requirements

Students select 12 credits in consultation with adviser

Electives (6 cr)

Selected in consultation with an adviser

Interdisciplinary focus/ middle school

If you are a licensed teacher interested in teaching at the middle school level, this area of study is ideal. You are encouraged to pursue coursework in a number of different areas to develop instructional competency in a variety of subjects. For students working toward an M.Ed. in curriculum and instruction, particularly those interested in middle school, we offer the option of taking subject-matter specific methods courses from a range of different disciplinary areas rather than taking methods courses exclusively in one area. You will study with faculty who have national reputations in such areas as literacy, math, adolescent literature, environmental sciences, adolescent development, and cooperative learning. The program also emphasizes extensive field experience in classrooms.

M.Ed. in curriculum and instruction: interdisciplinary focus/middle school

Core requirements

CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
 CI 5177—Practical Research (3 cr)
 CI 5186—School-Related Projects (3 cr)
 CI 5000-level course in uses of technology (3 cr)

Interdisciplinary focus/middle school requirements

Students select 12 credits in both general and specific curriculum and instruction methods courses from two or more subject matter areas (art, elementary, English, math, science, second languages and cultures, social studies).

Electives (6 cr)

Selected in consultation with an adviser

Licensure endorsement in middle school available

Kinesiology (applied)

Many professional studies students in the field of kinesiology pursue careers in teaching, coaching, and health professions such as occupational and physical therapy, cardiac rehabilitation, nursing, and sports medicine. They work in schools, recreational settings, and sports-related businesses. Returning for additional education in this field allows working professionals to advance in their careers, become knowledgeable about the latest developments, and pursue research that will enhance their professional abilities and skills. Demand is increasing steadily for professionals with kinesiology backgrounds, especially as sports activities and sport-oriented industries continue to expand.

M.Ed. in applied kinesiology

Available in four emphasis areas.

Option 1: Initial licensure in physical education (see page 12).

Option 2: Licensure in developmental/adapted physical education (see page 12)

Option 3: Sport and exercise studies

A minimum of 20 credits with Kin designator, including the following courses:

Kin 5981—Research Methodology in Kinesiology and Leisure Studies (3 cr)

Kin 5995—Research Problems in Kinesiology or Physical Education (3 cr)

Electives

No more than 10 of the 30 total credits taken in electives outside of Kin

Option 4: Sport management

Kin 5111—Sport Facilities (3 cr)

Kin 5461—Foundations of Sport Management (3 cr)

Kin 5801—Legal Aspects of Sport and Recreation (4 cr)

Rec 6796—Practicum in Recreation, Park, and Leisure Studies (3-6 cr)

Electives

No more than 10 of the 30 total credits taken in electives outside of Kin

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, some 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.

Initial licensure in mathematics education

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. in curriculum and instruction: mathematics education

A total of 31 semester credits are required.

Core requirements

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

CI 5177—Practical Research (3 cr)

CI 5186—School-Related Projects (3 cr)

Mathematics education requirements

MthE 5170—Historical Topics in the Mathematics Classroom (3 cr)

or MthE 5171—Teaching Problem Solving (3 cr)

or MthE 5172—Teaching Probability and Statistics (3 cr)

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)

Electives (11 cr)

Selected in consultation with an adviser

Math electives (8 cr)

MthE 5000-level elective (3 cr)

Licensure endorsement in mathematics education available

Music

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.

Physical education

We offer the only physical education licensure program at the graduate level in the state and are one of only four 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 recent 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.

Initial licensure in physical education

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 5003—Fundamentals of Alcohol and Drug Abuse (1.5 cr)

Major courses

- 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 intersession)
- Kin 5995—Research Problems in Kinesiology or Physical Education (2 cr) *

* counts toward M.Ed. in applied kinesiology

Licensure in developmental/adapted physical education

Major courses

- 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)
- Complete one:*
- Kin 5106—Adapted Aquatics (2 cr)
- Kin 5122—Applied Exercise Physiology (3 cr)
- Kin 5132—Motor Development (3 cr)
- Kin 5135—Motor Control and Learning (3 cr)

Electives

- EPsy 5601—Survey of Special Education (2 cr)
or EdPA 5356—Contemporary Services for Persons with Disabilities (3 cr)
- EPsy 5613—Foundations of Special Education I (3 cr)
- EPsy 5614—Foundations of Special Education II (3 cr)

Completion of the M.Ed. in applied kinesiology

- The M.Ed. requirement is 30 semester credits. At least 20 credits of these must be kinesiology courses, including the following:
- Kin 5981—Research Methodology in Kinesiology and Leisure Studies (3 cr)
 - Kin 5995—Research Problems in Kinesiology or Physical Education (2 cr)
(counts toward M.Ed., not toward licensure program)

Electives

No more than 10 credits of electives are allowed and must be appropriate to the program and approved by the adviser

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 settings, 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. 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

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

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

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, especially in subject areas such as chemistry and physics, 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.

Initial licensure in science education

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 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. in curriculum and instruction: science education

Core requirements

- CI 5155—Contemporary Approaches to Instruction and Assessment (3 cr)
- CI 5177—Practical Research (3 cr)
- CI 5186—School-Related Projects (3 cr)
- CI 5000-level course in uses of technology (3 cr)

Science education requirements (12 cr)

Selected in consultation with an adviser

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.

Initial licensure in English as a second language (ESL) or world languages and cultures

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 5003—Fundamentals of Drug and Alcohol Abuse (1.5 cr) *

Major courses

- CI 5619—Teaching Second Languages and Culture in Elementary Schools (3 cr)
- 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 5501—Introduction to Language Acquisition (3 cr)

Students seeking licensure in a world language must also complete the following:

- CI 5696—Practicum: Teaching World Languages and Cultures in Elementary Schools (2 cr)
- Ling 5001—Introduction to Linguistics (4 cr)

Completion of the M.Ed.

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

* does not count toward M.Ed.

M.Ed. 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)
- CI 5186—School-Related Projects (3 cr)
- CI 5000-level general technology course (3 cr) or a technology course for language teachers

Second languages and cultures education requirements

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

One course in teaching culture:

- CI 5137—Multicultural Gender-Fair Curriculum (3 cr)
- CI 5652—Integrating Culture in the Second Language Classroom (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)

Electives (6 cr)

Selected in consultation with an adviser

Licensure endorsements in bilingual/bicultural education, English as a second language, and 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.

Initial licensure in social studies education

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 5003—Fundamentals of Drug and Alcohol Abuse (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 (2 cr)
- CI 5744—Seminar: Reflecting on Professional Development in Social Studies Education (1 cr)
- CI 5782—Clinical Experiences in Teaching Social Studies (1 cr)
- CI 5747—Global and Environmental Education Content and Practice

Completion of the M.Ed.

- CI 5186—School-Related Projects (2 cr)
- Four additional credits selected in consultation with adviser

* does not count toward M.Ed.

M.Ed. 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)
- CI 5186—School-Related Projects (3 cr)
- CI 5000-level course in uses of technology (3 cr)

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)
- CI 5000-level social studies elective (3 cr)

Electives (9 cr)

Selected in consultation with an adviser

Licensure endorsement in social studies education available

Special education

Our special education program is ranked third 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, and 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.

Initial licensure in special education

Applicants who do not currently hold a general education teaching license must complete the Teacher Licensure Exemption. Contact the special education program at (612) 624-2342 for more information.

Foundation courses

- 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)
- EPsy 5701—Practicum: Field Experiences in Special Education (1-6 cr [max 12 cr])

Students can obtain licensure in seven areas of specialization. Each area of specialization requires a unique program of study and competencies. See an adviser in special education for more information.

- Blind/visually impaired
- Deaf/hard of hearing
- Developmental disabilities
- Early childhood special education
- Emotional/behavior disorders
- Learning disabilities
- Physical/health disabilities

Completion of the M.Ed.

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

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

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 sports 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

Kin/Rec 5111—Sport 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 (4 cr)
 or Kin 3696—Supervised Practical Experience (4 cr)

Elective (4 cr)

Selected in consultation with an adviser

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. in teacher leadership

Core requirements

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)
 CI 5178/EdPA 5361—Project in Teacher Leadership (3 cr)
 EdPA 5064—Divergent Perspectives in Educational Policy and Practice (3 cr)
 EdPA 5364—Context and Practice of Educational Leadership (3 cr)
 EdPA 5384—Collaboration in Heterogeneous Classrooms and Schools (3 cr)

Vocational-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. Both the teacher education sequence required for licensure as well as a B.S. in vocational-technical education are 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 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. The students enrolled in these teacher education programs each year 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.

M.Ed. in work, community, and family education

Option 1: Licensure for school and technical college settings

WCFE 5301—Philosophy and Practice of Vocational Education (2 cr)
 or WCFE 5511—Education for Work (3 cr)
 or WCFE 5002—Thinking, Learning, and Teaching in WCFE (3 cr)
 WCFE 5901—Using Research in WCFE (3 cr)
 WCFE 5993—Directed Study in WCFE (4 cr)

Specialization

8 credits in departmental courses (AdEd, AFEE, BIE, FE, HRD, WCFE)

Option 2: Professional preparation for non-school settings

All option 1 requirements plus four additional credits in the specialization and the inclusion of at least one methods of instruction course

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. in youth development leadership

Core requirements

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 (3 cr)

Electives

Eleven 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

Getting started

What academic programs are available in the College of Education and Human Development?

A professional school focused on both undergraduate and advanced study, the college offers programs of study in a wide range of fields (see pages 4-17). Students can prepare for careers in government, business, and community settings as well as for careers in either traditional or nontraditional educational settings. The opportunities for professional preparation and ongoing development are supported by the rich resources and facilities of the University of Minnesota, and backed by the national reputation of the college, its faculty, and its programs. 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.

Where do I go for help?

1. Visit Student & Professional Services (SPS)

SPS is the college's centralized admissions and student services office. You will find professional advisers and support staff who collaborate with faculty to advise students on application processing and admissions, 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 <http://sps.coled.umn.edu/students>.

Call 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@coled.umn.edu or see our Web site at <http://sps.coled.umn.edu/students>

2. Consult available publications

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

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

The *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. *Class Schedules* are available 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/.

Keep in mind that the information in this catalog and other University catalogs, publications, or announcements is subject to change without notice. University offices are the best source for the most current information.

3. Browse the World Wide Web

For general information on the College of Education and Human Development, check out our Web

site at www.coled.umn.edu. For general information about the University of Minnesota, visit the University's Web site at www.umn.edu. Or check out the comprehensive student services web site at www.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 Onestop 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.

Aren't all graduate programs the same?

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, all but one (agricultural education) of the college's initial licensure programs are full-time day programs at the graduate level. Deciding on the appropriate degree program and subsequent course of study typically entails a discussion with a professional adviser (612-625-6501), faculty adviser, or the Director of Graduate Studies (DGS) of the department in which you are interested.

Ph.D., Ed.D., and M.A. candidates are admitted through the University of Minnesota Graduate School. Refer to the *Graduate School Catalog* for a complete listing of education-related degree programs. See the director of gradu-

ate studies in the appropriate 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. Applications should be sent to the Graduate School, University of Minnesota, 309 Johnston Hall, 101 Pleasant Street S.E., Minneapolis, MN 55455.

M.Ed., initial licensure, endorsement, and professional certificate candidates are admitted through the College of Education and Human Development. 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. 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, also called "endorsements," are admitted to the college as professional studies students under the M.Ed. category.

Admissions

What do I need for admission?

Any student with a U.S. bachelor's degree or a comparable foreign degree from a recognized college or university may apply for admission to the College of Education and Human Development. Applicants with the necessary background for their chosen major field, an excellent scholastic record from an approved college or university, and appropriate professional qualifications may be admitted for graduate

work on recommendation of 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 program 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 the M.Ed. program?

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 meet with 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 applicant's proposed major field and emphasis, degree objective, and desired date of entry.

Transcripts

Official transcripts of all previous post-secondary academic study must be submitted.

Test Scores

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

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 (800) 772-9476.

Graduate Record Examination (GRE)—required for some M.Ed./professional studies programs.

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 func-

tional speaking ability. Prepare for an OPI by talking to people in the target language for sustained periods of time.

Test of English as a Foreign Language (TOEFL) and Michigan English Language Assessment Battery (MELAB)—One of these tests may 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 or a MELAB score of 80; individual programs may require a higher score.

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.

Program Deadlines

October 1, 1999, for spring 2000 admission to M.Ed./initial licensure programs in:

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

November 1, 1999, for spring 2000 admission to M.Ed./professional studies in:

- ALL programs except ESL endorsement, environmental education, and special education

February 1, 2000, and January 15, 2001, for summer admission to M.Ed./initial licensure programs in:

- Visual arts education
- Elementary education
- English education
- English as a second language
- Family and consumer sciences
- Business education
- Mathematics education
- Physical education
- Science education
- World languages and cultures
- Social studies education

March 1, 2000, for summer and fall admission to M.Ed./professional studies:

ALL program areas except English as a second language endorsement, environmental education, and special education

March 15, 2000, for admission to M.Ed./professional studies in:

Special education

March 15, 2000, for summer admission to M.Ed./initial licensure programs in:

Agricultural education
Business education
Early childhood education
Family and consumer sciences
Technology education

May 1, 2000, for M.Ed./professional studies in:

English as a second language endorsement

June 15, 2000, for fall admission to M.Ed./professional studies in:

ALL program areas except ESL endorsement and special education

June 15, 2000, for fall admission to M.Ed./initial licensure programs in:

Agricultural education
Business education
Family and consumer sciences
Technology education

How much coursework can I transfer into my program from another institution?

No more than eight 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. Check with an adviser in SPS to confirm the number of eligible transfer credits in your program of study.

Up to 12 graduate-level semester credits may be completed at the University of Minnesota in your field of study prior to formal admission to your degree program.

Does the college have any 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 require-

ment is not influenced by your visa status. For more information, contact SPS at (612) 625-6501.

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. 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.

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 on-line at www.onestop.umn.edu/.

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 *Summer Spotlight*, a publication of the College of Education and Human Development, lists the college's summer offerings in greater detail, including special offerings, workshops and other professional development opportunities. The *Summer Spotlight* is available from SPS starting in April.

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

Certain students can register for classes prior to admission to a degree program. This enrollment status is called nondegree-seeking. Prospective students who desire to complete prerequisite coursework or admitted students awaiting enrollment into a degree program are the primary candidates for non-degree seeking status. If you are interested in nondegree-seeking status, set up a meeting with a professional adviser in your department or SPS.

Students wanting nondegree-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 offered through Day School or University College. For additional information, contact SPS at (612) 625-5815.

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.

You have four enrollment options:
■ via the Web at <http://onestop.umn.edu/Enrollment/enroll.html>;

- on-line at any campus 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. *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 <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 you complete your program of study. The technology fee is mandated by central administration, and each college is free to establish policy and fee structures; most range from \$75 to \$150 per term.

A college technology fee of \$80 per semester will be assessed to all undergraduate, non-degree seeking, and M.Ed. students enrolled in the college and taking more than six credits. The college technology fee also is assessed to anyone enrolled in an education program through the Graduate School and taking more than six credits. All students taking less than six credits will be assessed a \$40-per-semester fee. Students enrolling in Education and Human Development courses and not admitted to a program in another college will also 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@tc.umn.edu.

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. Summer session tuition and fees are listed in the *Summer Session Catalog* and the *Summer Spotlight*.

Based on figures from the 1999-2000 *Tuition Schedule*, M.Ed. tuition is assessed at \$201 per credit for the first 11 credits. Students taking 12-18 credits reach the tuition plateau and pay a flat tuition rate of \$2,410.25. In addition, all students enrolled for six or more credits must pay a per-semester student services fee of approximately \$239. Thus, a M.Ed. student taking 12 credits per term, including summer session, can expect to pay approximately \$8,000 for tuition and fees for an entire academic year.

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. 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 of their own, 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 are often eligible for Graduate School scholarships and fellowships as well. For more information, pick up a scholarship brochure in SPS, visit the Graduate School Fellowship Office at 309 Johnston Hall, 101 Pleasant Street S.E. Minneapolis, MN 55455 or call (612) 625-7579.

Student loan cancellation and deferment options

If you have a loan from the Federal Perkins Loan Program, you may be eligible for loan cancellation 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 <http://www.ed.gov/offices/OPE/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 graduate study limit their work obligations to 15-20 hours per week. Ultimately, 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 part-time 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 <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@gold.tc.umn.edu. For detailed information regarding graduate student benefits and policies, refer to the *Handbook for Graduate Assistants* and *Grapevine*, a newsletter for graduate assistants.

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 advisor 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 program information sheet for major-specific criteria for satisfactory progress toward their degree. Program changes must be formally requested by completing an official Request for Petition form, available in SPS.

All M.Ed. students must complete a minimum of 30 semester credits to qualify for graduation. All work submitted for the M.Ed. must be completed within seven years of the term of matriculation.

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. There is no limit to the number of credits that can be taken through University College, provided they are appropriate to the program and taken for graduate credit. Independent study courses are generally not accepted for an M.Ed.

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.

Students who wish to change or add a major must submit an application to do so. For more information, contact a program adviser in SPS.

How do I graduate?

M.Ed. degrees are awarded at the end of each month. To qualify for graduation for a particular month, a student must submit the *Application for Degree* form on or before the first workday of that month and 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. These two forms initiate degree clearance, the process by which staff check to see 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 clearly indicate any outstanding requirements you may have, including any coursework currently in progress.

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 all requirements for licensure recommendation in the State of Minnesota. Upon completion of our program, your file is reviewed in a process of licensure clearance. Minnesota teaching licenses are granted by the Board of Teaching. Newly licensed teachers then typically teach for at least a year before completing the remaining few credits to post the M.Ed. degree. At that time, your file is reviewed for degree clearance and the masters degree is posted to your transcript.

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 (5-12)**
- Bilingual/bicultural education (5-12)**
- Business education (5-12)**
- Early childhood education (birth-grade 3)**
- Elementary education (K-6) with a specialty in one of the following:**
 - preprimary children (age 3 to grade 3)
 - young adolescents (grades 5-8) in communication arts and literature, math, science, or social studies
- Communication arts and literature (5-12)**
- English as a second language (K-12)**

Family and consumer sciences (5-12)

Mathematics education (5-12)

Music, instrumental or vocal (K-12)

Parent and family education (adults)

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)

junior high/middle school (5-8)

physics (9-12)

Social studies education (5-12)

Special education

blind/visually impaired (birth-12)

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)

physical/health disabilities (preK-12)

Technology education (5-12)

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)

Details of the licensure process and application materials are presented in a Professional Practice Seminar, a meeting conducted by SPS staff in your cohort groups late in the fall semester. The application packet currently consists of three forms and a fingerprint card and requires three separate fees totaling \$76 (as of 6/99). The completed packet should be submitted to SPS.

As soon as we have confirmed that you have completed all prerequisites and program requirements for your licensure area, the University's Student Relations Office will complete the application form and forward your licensure application to the Minnesota State Department of Children, Families, and Learning. You will receive your teacher license in the mail at the address you give on the application form. It is not unusual for this process to take 12-15 weeks.

Candidates for initial licensure should be aware that Minnesota State law requires that all candidates complete the Applicant

Conduct Review Statement, and be fingerprinted for national background checks before a license is granted.

What if I need to stop attending school for awhile?

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.

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 in an annual cycle, it is expected that the program be completed 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 SPS, 110 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455.

Policy statements

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 requirements 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 SE, 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 the Office for Students with Disabilities (OSD). 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, 321 Coffman Memorial Union, or

call (612) 625-5900 or send an e-mail to sos@tc.umn.edu.

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/tc/students/grades/privacy.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.

Faculty and administration

Administration

University administration

University regents

Patricia B. Spence, Rice, *chair*
 Maureen K. Reed, Stillwater, *vice chair*
 Anthony R. Baraga, Side Lake
 Robert S. Bergland, Roseau
 Dallas Bohnsack, New Prague
 William E. Hogan II, Minnetonka
 Warren C. Larson, Bagley
 David R. Metzzen, South St. Paul
 H. Bryan Neel III, Rochester
 Michael O'Keefe, Minneapolis
 William R. Peterson, Eagan
 Jessica J. Phillips, Bloomington

University administrators

Mark Yudof, *president*
 Robert Bruininks, *executive vice president and provost*
 Frank B. Cerra, *senior vice president for Health Sciences*
 McKinley Boston, Jr., *vice president for Student Development & Athletics*
 Carol Carrier, *vice president for Human Resources*
 Sandra Gardebring, *vice president for Institutional Relations*
 Eric Kruse, *vice president for University Services*
 Philip Larsen, *interim vice president for Agricultural Policy*
 Christine Maziar, *vice president for Research and dean of the Graduate School*
 Mark B. Rotenberg, *general counsel*

College administration

Steven R. Yussen, *dean*
 Robert C. Serfass, *associate dean for academic affairs*
 Mary L. Bents, *assistant dean, director, Student & Professional Services*
 Fred N. Finley, *chair, Department of Curriculum and Instruction*
 Susan C. Hupp, *chair, Department of Educational Psychology*
 James C. Hearn, *chair, Department of Educational Policy and Administration*
 Jane E. Plihal, *chair, Department of Work, Community, and Family Education*
 Michael G. Wade, *director, School of Kinesiology and Leisure Studies*
 Ann S. Masten, *director, Institute of Child Development*

§ *Recipient of teaching or advising award*

* *Recipient of the Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education*

Faculty

Curriculum and Instruction

Avery, Patricia, *associate 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

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

DiBlasio, Margaret, *associate professor*
 Ph.D., The Ohio State University
Art education

Finley, Fred, *associate professor*
 Ph.D., Michigan State University
Science education, environmental education

Freedman, Kerry J., *professor*
 Ph.D., University of Wisconsin, Madison
Curriculum studies, art 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

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

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

Manning, John, *professor*
 Ed.D., Boston University
Elementary education, literacy education

Narváez, Darcia F., *associate professor*
 Ph.D., University of Minnesota
Moral development, multicultural education

§ Phinney, Margaret, *assistant professor*
 Ed.D., University of Massachusetts
Early literacy education

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, Dianne 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

Alkire, Gary F., *associate professor*
 Ed.D., Michigan State University
Educational facilities planning, principalship, personnel administration

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

§ Bagley, Ayers L., *professor*
 Ph.D., Indiana University
History and philosophy of education, iconography of education

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

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

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

Louis, Karen Seashore, *professor*
Ph.D., Columbia University
Organizational theory, planned change, schools as workplaces, leadership

Lundy-Dobbert, Marion M., *professor*
Ph.D., University of Wisconsin
Anthropology of education, general systems theory, ethnographic research methods

Matheny, Timothy, *assistant professor*
Ph.D., University of Michigan
Educational administration and policy

Mestenhauser, Josef A., *professor*
Ph.D., University of Minnesota
International education, culture learning theory, social and cultural change

§ 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

Stout, Karen Evans, *assistant professor*
Ph.D., University of Minnesota
Instructional leadership, educational policy and instructional practice

Turner, Caroline Sotello Viernes, *associate professor*
Ph.D., Stanford University
Higher education administration and policy analysis, organizational studies

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*
Ph.D., University of Minnesota
Home-school-community collaboration, ecological assessment

Davenport, Ernest C., *associate professor*
Ph.D., University of North Carolina-Chapel Hill
Computers in social science research, exploratory data analysis

Davis, Marsha, *associate professor*
Ph.D., University of Minnesota
Evaluation, youth and family behavior change programs, mixed-model analysis, measurement

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*
Ph.D., University of Minnesota
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

Hansen, L. Sunny, *professor*
Ph.D., University of Minnesota
Career development, counseling women, multicultural counseling, school counseling and guidance

Hummel, Thomas J., *professor*
Ph.D., Ohio University
Computer applications, experimental design as applied to counseling research

Hupp, Susan C., *professor*
Ph.D., University of Illinois
Moderate/severe disabilities

Johnson, David W., *professor*
Ed.D., Columbia University
Cooperation and competition; conflict resolution; social psychology of groups

Knowlton, Marie, *associate professor*
Ph.D., Cornell University
Visual impairments

Lawrenz, Frances P., *professor*
Ph.D., University of Minnesota
Science education, program and evaluation studies

Maruyama, Geoffrey M., *professor*
Ph.D., University of Southern California
Diversity in education, educational applications of social psychology

§ McCarthy Veach, Patricia, *professor*
Ph.D., The Ohio State University
Counseling process and self-disclosure research; practica, supervision, and counseling

McComas, Jennifer, *assistant professor*
Ph.D., The University of Iowa
Behavioral disorders

McConnell, Scott R., *professor*
Ph.D., University of Oregon
Early childhood, prenatal exposure to drugs and alcohol

McEvoy, Mary A., *professor*
Ph.D., University of Tennessee
Early childhood/special education

Narváez, Darcia F., *assistant professor*
Ph.D., University of Minnesota
Multicultural education, moral development, teacher development

Pellegrini, Anthony, *professor*
Ph.D., The Ohio State University
Children's play, observational research methods

Rodriguez, Michael, *assistant professor*
Ph.D., Michigan State University
Measurement and quantitative methods

Romano, John L., *professor*
Ph.D., Arizona State University
Stress, coping, and wellness; college student development; international education

Reichle, Joe, *professor*
Ph.D., University of Wisconsin
Communicative disorders

Rose, Susan, *associate professor*
Ph.D., The Ohio State University
Deaf/hard of hearing

Rynders, John E. *professor*
Ph.D., University of Wisconsin
Mild/moderate intellectual disabilities

§ Samuels, S. Jay, *professor*
Ed.D., University of California
Learning and cognition, psychology of values, character education

* Skovholt, Thomas M., *professor*
Ph.D., University of Missouri
Professional psychology, counselor training, sex roles

Taborn, John, *associate professor*
Ph.D., University of Minnesota
Cultural diversity

Tennyson, Robert D., *professor*
Ph.D., Brigham Young University
Adult learning, instructional psychology and technology, educational technology

§ van den Broek, Paulus, *professor*
Doctoraals, University of Leiden—The Netherlands, Ph.D., University of Chicago
Performance of complex cognitive tasks (learning, reading, remembering, reasoning)

§ Ysseldyke, James E., *professor*
Ph.D., University of Illinois
Educational outcomes, assessment, education of students with mild disabilities

Institute of Child Development

Bauer, Patricia J., *professor*
Ph.D., Miami University, Ohio
Cognitive and conceptual development, memory

*§ Collins, W. Andrew, *professor*
Ph.D., Stanford University
Socialization, social cognition, family relations

Crick, Nicki R., *associate professor*
Ph.D., Vanderbilt University
Social-cognitive aspects of development

Egeland, Byron, *professor*
Ph.D., State University of Iowa
Developmental psychopathology, abuse and maltreatment

Georgieff, Michael, *professor*
M.D., Washington University
Neonatology

Gunnar, Megan R., *professor*
Ph.D., Stanford University
Social and biological aspects of development

Karatekin, Canan, *assistant professor*
Ph.D., University of California, Los Angeles
Cognitive neuroscience, child clinical psychology

Maratsos, Michael P., *professor*
Ph.D., Harvard University
Language development, psycholinguistics

§ Masten, Ann S., *professor*
Ph.D., University of Minnesota
Developmental psychopathology, stress and coping, humor

Nelson, Charles A., *professor*
Ph.D., University of Kansas
Perceptual and cognitive development, cognitive neuroscience

Pick, Anne D., *professor*
Ph.D., Cornell University
Perceptual development, cognitive processes

Pick, Jr., Herbert L., *professor*
Ph.D., Cornell University
Perceptual development, learning

Sera, Maria D., *associate professor*
Ph.D., Indiana University
Cognitive and linguistic development

Stroufe, 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, sports facility management

§ Burton, Allen W., *associate professor*
Ph.D., University of Oregon
Adapted physical education, motor development, movement skill assessment

Hancock, Peter A., *professor*
Ph.D., University of Illinois
Human factors, 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 sports

Konczak, Jurgen, *assistant 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, sports nutrition

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

Music Education

Furman, Charles E., *associate professor*
Ph.D., Florida State University
Music therapy, music education, psychology of music

Haack, Paul A., *professor*
Ph.D., University of Wisconsin
Music education, psychology and sociology of music, aesthetics

McCoy, Claire W., *associate professor*
Ph.D., University of Iowa
Music education, choral music, interdisciplinary and movement-based methods, measurement

Schultz, Stephen W., *associate professor*
Ph.D., Northwestern University
Music education, historical aspects, instrumental methods, computers in music

Work, Community, and Family Education

Bartlett, Kenneth R., *assistant professor*
Ph.D., University of Illinois at Urbana-Champaign
Human resource development

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

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

§ Plihal, 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-Madison
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

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

Course descriptions

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.
- ▲ Approval of the department offering the course is required for registration.

Adult Education (AdEd)

AdEd 5001. Survey: Human Resource Development and Adult Education. (3 cr; §HRD 5001)

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; A-F 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; A-F 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]; S-N 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 5001 or 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 5111. 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 programs in agriculture, agribusiness, and environmental 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; A-F 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)

Reflection on the total teacher preparation experience to date, identification of issues and problems facing the discipline, determination of needs for program changes and adjustments.

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; A-F 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; A-F 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 level 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.

AFF 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.

AFF 5280. Current Issues for the Beginning Agricultural Education Teacher. (1-3 cr [max 3 cr])
Reflection on, analysis of 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.

AFF 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.

AFF 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.

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

AFF 5341. Global Program Delivery Techniques and Technology of Extension. (2 cr; \$WCCE 5341; A-F only)
Educational activities, teaching, communications methods and techniques for youth and adults focused on various outreach and extension services in different global settings.

AFF 5351. Methods for Change in Developing Countries. (3 cr; \$WCCE 5351; A-F 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.

AFF 5361. World Development Problems. (3 cr; A-F 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.

AFF 5371. Farming Systems Research and Extension. (3 cr; A-F 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.

AFF 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.

AFF 5995. Integrating Paper—Master of Education: Agricultural and Extension Education. (1-4 cr; A-F 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; A-F 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 Microcomputer Applications. (3 cr)
Instructional uses of microcomputers 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 Microcomputers. (3 cr; prereq 5011 or equiv)
Develop expertise in using spreadsheets to analyze data, monitor business records, and create models.

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

BIE 5015. Integrated Microcomputer Applications in Business and Marketing Education. (3 cr; prereq 5011, 5012, 5013, 5014 or equiv)
Use of realistic business microcomputer problems requiring the integration of two or more application packages. Pedagogical issues of learning advanced microcomputer 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; A-F 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]; A-F only)
Students select and study technical processes and principles based on the par-

ticular subject matter areas 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; A-F 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; A-F 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 post secondary 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; A-F 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 5596. Occupational Experience in Business and Industry. (1-10 cr [max 10 cr]; S-N only)

Observation and employment in business and industry to develop 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]; S-N only)

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

BIE 5601. Student and Trainee Assessment. (2 cr; §HRD 5601; A-F only)

Development of tests of knowledge, affect, and processes for programs focused on instruction of skills associated with business and industry; development of learning progress reporting systems; evaluation of instructional effectiveness.

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

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

BIE 5624. Sales Training. (3 cr; §HRD 5624; A-F only)

Strategies and techniques for developing effective sales people.

BIE 5625. Technical Skills Training. (3 cr; §HRD 5625)

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

BIE 5626. Customer Service Training. (3 cr; §HRD 5626; A-F 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 related 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 5629. Course Development for Business and Industry. (2 cr; §HRD 5629; A-F only)

Identifying content, objectives, sequencing, planning lessons, methods, and media for instruction, evaluation, and feedback.

BIE 5661. Instructional Methods for Business and Industry Education. (2 cr; §HRD 5661)

Basic instructional strategies and techniques in instructional settings, from schools and colleges to business and industry.

BIE 5662. Computer Training in School and Industry Settings. (2 cr; prereq 5011 or equiv; §HRD 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.

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

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

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 CPsy 2301 or #; A-F 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; A-F 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. (2-4 cr [max 12 cr]; prereq Psy 1001)

Selected topics in child development are examined in depth; topics and credits vary.

CPsy 4311. Behavioral and Emotional Problems of Children. (4 cr; prereq intro psych; A-F 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. Developmental Disabilities. (4 cr; prereq Psy 1001)

Surveys all areas of exceptionality: mental, hearing, vision, physical, and speech and language handicaps; learning disabilities; autism; emotional and behavior disorders; and giftedness.

CPsy 4329. Biological Foundations of Development. (4 cr; prereq 2301 or equiv; A-F 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 CPsy 2301, Psy 1001; A-F 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 4334. Children, Youth in Society. (4 cr; prereq CPsy 2301; A-F 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 4336. Development and Interpersonal Relations. (4 cr; prereq CPsy 2301 or equiv, CPsy 4331; A-F only)

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

CPsy 4341. Perceptual Development. (4 cr; prereq 2301)

Perceptual learning and the development of sensory and perceptual processes.

CPsy 4343. Cognitive Development. (4 cr; prereq 2301; A-F only)

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

CPsy 4345. Language Development and Communication. (4 cr; prereq CPsy 2301; A-F 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 4 cr]; prereq 4 cr child psych, #; S-N only)

Students serve as teaching assistants in courses with the instructor's permission. Peer advising opportunities are also available for one credit or more per semester.

CPsy 4994. Directed Research in Child Psychology. (1-4 cr [max 4 cr]; prereq 4 cr child psych)

Individual empirical investigation. Undergraduates contribute significantly in the planning and implementing of scientific studies while gaining experience and expertise in the methodology of research.

CPsy 4996. Field Study in Child Psychology. (1-4 cr [max 4 cr]; prereq 4 cr child psych, #; S-N 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; A-F 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; A-F 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; A-F 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; A-F only)

History, current conceptions, and practices of art therapy.

CI 5055. Postmodern Visual Culture and Global Education. (1-3 cr; prereq grad student; A-F 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 student; A-F 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; A-F 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; A-F 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; A-F 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]; A-F 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 requiring students to work in a public school setting.

CI 5097. Student Teaching in Art Education. (8 cr; prereq art ed init lic student; S-N 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 foundations of ed major or elem ed init lic; A-F 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; A-F 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; A-F only) Application of the theoretical and practical bases of disciplinary and interdisciplinary curriculum design to the problem of designing, implementing, and evaluating courses or programs of study.

CI 5136. History of the American Curriculum. (3 cr)

Survey of formation of public school subjects and curriculum theory in United States. Social, political, and economic implications of curriculum theory.

CI 5137. Multicultural Gender-Fair Curriculum. (3 cr; prereq grad student; A-F 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 curricular change; language, culture, sexual orientation, 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 teaching license and one yr teaching 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; A-F 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 grad student or teacher leadership program)

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; prereq grad student; A-F only)

Special topics and current trends in curriculum including issues of subject integration, curriculum contexts, development, implementation, and evaluation.

CI 5155. Contemporary Approaches to Instruction and Assessment. (3 cr; prereq grad student; A-F 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 teaching exper; A-F 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 teaching exper or #; A-F only)

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

CI 5177. Practical Research. (3 cr; prereq CI MEd student, or CI or EdPA teacher leadership MEd student; A-F only)

Preparation for identifying a research and development topic, reviewing the existing knowledge on the topic, planning and carrying out a project, further investigating the topic, and writing a report on the project.

CI 5178. Project in Teacher Leadership.

(3-6 cr; prereq CI or EdPA 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 foundations of ed major or elem ed init lic only; S-N 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; prereq foundations of ed major or elem ed init lic only; S-N only)

Supervised experience in elementary classrooms.

CI 5186. School-Related Projects. (1-3 cr; prereq MEd student; A-F 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. (3 cr; prereq MEd student in elem or early childhood ed, adviser approval; S-N 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; A-F only)

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 MEd student in early childhood ed or early childhood special ed or #; A-F 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 MEd student in early childhood ed or early childhood special ed) 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 MEd student in early childhood ed or early childhood special ed; A-F 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 MEd student in early childhood ed or early childhood special ed; S-N 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)

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)

Orientation to the field to 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. Principles and Procedures in Designing Instruction. (3 cr)

Examine theory, research, and practice in the field of instructional design; generic components of the instructional design process; application of principles of instructional design to the design and development of instructional materials.

CI 5351. Technology Tools for Educators.

(3 cr; prereq basic knowledge of Macintosh operating system and a word processing program; A-F 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 opportu-

nities; implications for K-12 student involvement and classroom management; and Web page development by teachers and their students. Previous experience with computers desirable.

CI 5363. Introduction to Computer-Based Instructional Design. (3 cr; A-F 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; A-F 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; A-F 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 on-line.

CI 5401. Literature for the Elementary

School. (3 cr; prereq children's lit course or #; A-F 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; A-F only)

Special collections of children's literature as research material. Study of manuscripts, original art, and letters. Materials from the Kerlan Collection in Walter Library will be available.

CI 5403. Creative Writing For and By

Children. (2-4 cr; prereq children's lit course or #; S-N 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)

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; A-F only)

Aids the inservice 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; A-F 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; A-F 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 teaching exper or #; A-F 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 teaching exper or #; A-F 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 teaching exper; A-F 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; A-F 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 only; A-F 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 cr; prereq fall, English init lic only, 2 cr; other sections, 3 cr; A-F 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; A-F 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; A-F only)

Methods of accommodating to students' abilities and facilitating reading in regular content classes.

CI 5461. Teaching Composition in the Secondary School and College. (3 cr; prereq fall, English init lic only; A-F 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; A-F 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; A-F 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; A-F 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; A-F 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; S-N only)

Student teaching/clinical experience for English post-baccalaureate students only.

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

Classroom and fieldwork activities aimed at increasing the knowledge and interest of students in teaching outdoors 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; A-F 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 science ed init lic; A-F only)

Methods of planning/teaching science to middle school students.

CI 5532. Teaching Secondary School Science. (4 cr; prereq admission to science ed init lic; A-F only)

Methods of planning and teaching science for secondary school students.

CI 5533. Current Developments in Science Teaching. (3 cr; prereq MEd or init lic or grad student or #; A-F only)

Using curriculum standards to design science courses.

CI 5534. Studies in Science Education. (3 cr; prereq MEd or init lic or #; A-F 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 #; A-F 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. (3 cr; prereq MEd or grad student or #)

Development and teaching of extended science activities: structured controversies, field-based activities, service learning projects and computer-based investigations; development of authentic assessments and students' portfolios based on national and state guidelines.

CI 5540. Special Topics: Science Education. (1-8 cr [max 8 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 science ed init lic; A-F only)

Supervised clinical experience in middle school science teaching.

CI 5597. Clinical Experience in Secondary School Science. (4-8 cr; prereq init lic or #; A-F 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; A-F 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; A-F 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; A-F 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)

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; A-F only)

Explores policies, procedures, and instruments in use in assessing the English language proficiency and academic readiness of limited English proficient students in American 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 #)

This course examines English syntax from a pedagogical perspective by describing grammatical structures that challenge ESL learners, analyzing learner errors, and introducing current issues and activities related to teaching grammar in ESL contexts.

CI 5651. Foundations of Second Languages and Cultures Education. (3 cr; A-F 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; A-F 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; A-F 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; A-F 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 3 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; A-F 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 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; A-F 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; A-F 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 teaching exper or #; A-F 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; A-F 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 secondary social studies init lic; A-F only)

Focus on developing a repertoire of instructional methods that support authentic pedagogy and assessment. Enhancement of reading comprehension and writing skills in the social studies.

CI 5743. The Social Sciences and the Social Studies. (2 cr; prereq secondary social studies init lic; A-F 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 theo-

ries; and the relative impact of multicultural and gender-inclusive perspectives on the nature of history and the social sciences.

CI 5744. Seminar: Reflecting on Professional Development in Social Studies Education. (1 cr; prereq secondary social studies init lic; A-F 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; A-F 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; A-F 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 teaching 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 MEd/init lic; S-N 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.

CI 5821. Teaching Mathematics in the Elementary School. (2 cr; prereq elem ed init lic; A-F 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 or preteaching major or #; psych course recommended; §EPsy 3119; A-F 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 or CLA music ed or preteaching major or #; A-F 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 preteaching major or #; §EdPA 5090; A-F only)

Readings in history, philosophy, social sciences, and law. Diverse educational values in pluralistic American society; multiple expectations of schools; issues of civil liberties, rights, community; variations in students' cultural backgrounds, family circumstances, and exceptional needs.

EdHD 5007. Technology for Teaching and Learning. (1.5 cr; prereq [MEd/init lic or CLA music ed major or preteaching major or #], basic computer skills)

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 ¶EdHD 5005; A-F only)

Addresses 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, and teaching in diverse educational settings.

Educational Policy and Administration (EdPA)

EdPA 5001. Formal Organizations in Education. (3 cr)

Organizational theory; issues in educational organizations; and how general theories apply to schools, colleges and universities, and a variety of other organizations.

EdPA 5021. Historical Foundations of Modern Education. (3 cr; §3021, §Hum 3021/ Hum 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/ Hum 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 concurrent 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 practical reflection on moral education, virtues, and 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; prereq #)

Intensive weekend workshop introduces participants to cultural variables of leadership that influence functioning of cross-cultural groups. Methods include lectures, case studies, discussion, problem-solving exercises, and simulations. Enrollment is limited.

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, and youth roles in the family. Well-defined analyses of contextual roles. Complexity of policy for appropriate educational and community development.

EdPA 5056. Case Studies for Policy Research. (3 cr; A-F 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])

Issues of educational policy and administration.

EdPA 5087. Seminar: Educational Policy and Administration. (1-3 cr [max 24 cr])

Issues of educational policy and administration.

EdPA 5095. Problems: Educational Policy and Administration. (1-3 cr [max 24 cr])

Issues of educational policy and administration.

EdPA 5096. Internship: Educational Policy and Administration. (1-9 cr [max 24 cr])

Issues of educational policy and administration.

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; A-F 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; prereq EdPA doctoral student)
Review of social science concepts and research in considering the context of educational policy, educational policy issues, and the process of inquiry affecting policy development, implementation and evaluation. Focus on preK-12; role of educational leaders and administrators.

EdPA 5303. Managing the Learning Organization. (3 cr; A-F 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; prereq admission to EdPA doctoral program)
Emphasizes importance of understanding the implications of the multiple contexts in which leadership occurs, the role of followers, and the complexities of collaborative structures and shared governance.

EdPA 5321. The Principalship. (3 cr)
Role of the principal: qualifications, duties, and problems.

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 adolescent 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; A-F 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 MEd student in teacher leadership; \$CI 5178)
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. Context and Practice of Educational Leadership. (3 cr; prereq MEd or CEHD grad student; A-F only)
School culture and its impact on facilitating change/assuming leadership roles in education. Current research/practice about leadership/organizational learning in K-12 education.

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 gov-

ernment, economy and work, welfare and religion; organizations, social movements, and subcultures; empirical research and cross-cultural perspectives.

EdPA 5376. Organizational Approaches to Youth Development. (3 cr)
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; \$WCCE 5412)
Theory and practices of learning by doing. Focuses on the educator's personal engagement in the actual process to understand the technical, motivational, and evaluative aspects of experiential learning.

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 policy-makers; and search for the critical content of youth policy.

EdPA 5384. Collaboration in Heterogeneous Classrooms and Schools. (3 cr; prereq init lic or grad student; A-F only)
Policy, research, and practice base for addressing range of student abilities/backgrounds in diverse schools. Collaborative approaches to curricular, instructional, and social support.

EdPA 5396. Field Experiences in PreK-12 Educational Administration. (2-6 cr; S-N only)
Field experiences and/or internships arranged for students seeking licensure as preK-12 principals and superintendents. Content and credits dependent on licensure requirements and specified in individual field experience agreements.

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)
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; prereq 5501 or EPsy 5243; \$EPsy 5246)
Informal seminar of faculty and advanced students interested in the issues and problems of program evaluation.

EdPA 5701. American Higher Education. (3 cr; A-F only)
American higher and postsecondary education in historical and contemporary perspective; special emphasis on societal and political demands on higher education system; consequent changes in various forms and functions.

EdPA 5704. Student and Faculty Issues in Higher Education. (3 cr; prereq EdPA 5001)
Broad range of issues involving students and faculty in colleges and universities,

including: college student development, curricular and extracurricular activities, faculty work and development, and 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; A-F only)

Scope, administration, coordination, and evaluation of programs in college and university student affairs.

EdPA 5728. Two-Year Postsecondary Institutions. (3 cr; A-F only)

Present status, development, functions, organization, curriculum, and trends in postsecondary, nonbaccalaureate institutions.

EdPA 5732. The Law and Postsecondary Institutions. (3 cr; A-F only)

Analysis of court opinions and federal regulations affecting postsecondary educational institutions.

Educational Psychology (EPsy)

EPsy 5101. Intelligence and Creativity. (3 cr; A-F 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; A-F 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)

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; A-F 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)

Survey of adult learning and instruction. Emphasis on instructional design, learning theories, experience, individual differences, evaluation, tests and measurement, and technology. Implications for curricular and instructional design in higher education, continuing education, and professional and business related training.

EPsy 5117. Problem Solving and Decision Making. (3 cr; A-F 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; A-F only)

New approaches to motivation, building prosocial values and behavior; how to alter values and behavior of anti-social 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; S-N only)

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)

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)

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)

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)

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; A-F 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; A-F 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; A-F 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])

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; A-F 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. Basic Principles of Educational Measurement. (3 cr; prereq 5261 or equiv)

Concepts, principles, and methods in educational and psychological measurement. Specifically, the course will cover reliability, validity, item analysis, scores, grades, scales, test construction, and test evaluation.

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; S-N only)

Informal seminar of faculty and advanced students interested in the issues and problems of program evaluation.

EPsy 5261. Introductory Statistical Methods. (3 cr)

Introduction to statistics with emphasis on understanding and applying statistical concepts and procedures. Topics include visual and quantitative methods for presenting and analyzing data, common descriptive indices for univariate and bivariate studies, and introduction to inferential techniques.

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; S-N 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 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 [formerly EdPA 5420]; A-F only)
Theoretical approaches, administrative structure, and evaluation methods used in college and 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 5431. Career Development: Theory, Skills, and Counseling Applications. (3 cr; prereq CSPP major; A-F only)
Introduction to career development theory and practice over the life span. Emphasis on career counseling for individuals and organizations and systems approaches to career programs in education and business. Topics cover both traditional and contemporary theories and practices.

EPsy 5432. Foundations of Individual/Organizational Career Development. (3 cr; A-F 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 facil-

itate 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; A-F 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; A-F 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 and 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; A-F 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 Academic Disabilities. (3 cr; A-F 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 child development course, 5601 or equiv; A-F 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; A-F 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; A-F 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 5613, 5614; A-F 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; A-F only)
Selected information in genetics; anatomy, physiology, and kinesiology; central and peripheral nervous system; prenatal, perinatal, and postnatal development; physically disabling conditions; management and educational procedures.

EPsy 5625. Education of Infants, Toddlers, and Preschool Children With Disabilities: Introduction. (2 cr; A-F 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 #; A-F 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 5613, 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 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 tchg 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, theoretical, 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/Hard of Hearing Students. (3 cr; prereq 5641, 5644 or #)

Design and development of portfolios for various models of educational service delivery systems for individuals with hearing loss, emphasizing consultation skills, curriculum management and modifications, material and technology applications, and support service adaptations.

EPsy 5656. Social and Interpersonal Characteristics of Students With Disabilities. (3 cr; A-F 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; A-F 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; A-F 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 #; A-F 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 5411 or CI 5418 or equiv, or #; A-F 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 #; A-F 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; A-F 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 5671, 5673, 5675; A-F 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; A-F 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 FOE or Special Ed grad or licensure student, 5613, 5614 or #; A-F only)

Observations and 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 on-site, 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 #; S-N 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 completion of all course requirements for license in ECSE, #; S-N 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 completion of licensure courses for social and emotional disorders, #; A-F only) Supervised experience teaching 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--Secondary. (1-6 cr [max 6 cr]; prereq completion of all licensure coursework, #; A-F only) Supervised student teaching, or special practicum project, in schools or other agencies serving individuals at the secondary level who have mild to moderate as well as moderate to severe disabilities.

EPsy 5756. Student Teaching: Developmental Disabilities--Elementary. (1-6 cr [max 6 cr]; prereq completion of all licensure coursework, #; S-N only) Supervised student teaching, or special practicum project, in schools or other agencies serving children at the elementary level who have mild to moderate as well as moderate to severe disabilities.

EPsy 5757. Student Teaching: Physical and Health Related Disabilities. (1-6 cr [max 8 cr]; prereq #; A-F 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 #; A-F only) Supervised student teaching, or special practicum project, in schools or other agencies serving children and adolescents who have visual impairments.

EPsy 5801. Assessment and Decision Making in School and Community Settings. (3 cr; A-F 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. (4 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.

EPsy 5852. Prevention and Early Intervention. (3 cr) Theory/research base for school-based pri-

mary/secondary programs to promote academic/social competence of children/youth (preK 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 #; A-F 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; A-F only) Origins, evolution, and critique of alternative perspectives on family education. Implications for clients, programs, and educators.

FE 5003. Contemporary Family Education. (3 cr; A-F 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 4 cr]) Study of a topic in family education that is either not covered in available courses or that is not covered in sufficient breadth and depth to meet student needs and interests. Topics vary.

FE 5201. Family and Work Relationships. (3 cr; \$WCFE 5201; A-F 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; A-F 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; A-F only) Knowledge and skills needed to develop, deliver, and evaluate educational programs about family communication. Examination of family communication principles and issues. Development of appropriate teaching methods and materials.

FE 5301. Program Planning in Family Education. (3 cr; A-F 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; A-F 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; A-F 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; A-F only) Examination of parent education in community 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; A-F 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) 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 ▲; A-F 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 ▲) 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 5001. Survey: Human Resource Development and Adult Education. (3 cr; \$AdEd 5001) 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 systems theory as a core discipline supporting the theory and practice of human resource development.

HRD 5105. Strategic Planning Through Human Resources. (3 cr; prereq 5001 or 5101, 5102, 5103, 5104; A-F 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; A-F 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 5001, 5201 or 5301; S-N 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; A-F 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; A-F 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 courses in HRD; A-F 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 5001) 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; §BIE 5601; A-F only) Development of tests of knowledge, affect, 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 5001; §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; A-F only) Strategies and techniques for developing effective sales people.

HRD 5625. Technical Skills Training. (3 cr; §BIE 5625) Analyze technical skills and training practices in business and industry; systems and process analysis; trouble-shooting of work behavior; design methods and development of training materials.

HRD 5626. Customer Service Training. (3 cr; §BIE 5626; A-F 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 related 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; §BIE 5629; A-F 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; §BIE 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—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 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 3111. Human Anatomy. (2 cr; A-F only) Beginning anatomy course for nonkinesiology students pursuing coaching licensure or for nonprofessional students interested in an exercise science approach to anatomy. Focus on a regional approach to muscle, nerve, and circulatory anatomy of the limbs and trunk and a systematic anatomy approach for circulatory, respiratory, digestive, urinary, and nervous systems. Students are encouraged to voluntarily attend arranged demonstrations of human cadaver dissections.

Kin 3112. Introduction to Biomechanics. (3 cr; prereq 3111 or CBN 1027, CEHD student or #; A-F only) Introduction to basic theories of biomechanics. Mechanical principles applied to human movement. Analytical methods of examining human motion. Quantitative/qualitative approaches.

Kin 3113. First Responder for Coaches and Athletic Trainers. (3 cr; A-F 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 3111 or CBN 1027, CEHD student or #; A-F only)
Principles in athletic training for prevention/care of injury. Taping/bracing techniques. Lab.

Kin 3126. Psychology and Sociology of Sport. (3 cr; prereq Kin majors; A-F only)
Introduction to sport psychology and sport sociology. Topics include factors related to individual and institutional behavior in the following physical activity settings: competitive and recreational athletics, exercise, physical education, and rehabilitation.

Kin 3133. Motor Control, Learning, and Development. (3 cr; prereq Kin maj or #; A-F only)
Concepts and principles of the coordination and control of movement, the learning of movement skills, and the changes in movement performance and physical growth across the lifespan.

Kin 3143. Organization and Management of Sport. (3 cr; prereq Kin major or #; §SPST 3143; A-F only)
Principles, policies, and procedures involved in the administration and management of sports programs at the interscholastic and intercollegiate levels.

Kin 3151. Measurement, Evaluation, and Research in Kinesiology. (3 cr; prereq Kin major or #; A-F only)
Introduction to the philosophy of evaluation and measurement in physical education and exercise science. Test selection, construction, evaluation, and administration. Basic research methods, statistical analysis, and interpretation of test scores.

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 PE 1174 or #)
Motivation, team building, communication, game strategies, and philosophy. Students should have a good understanding of the sport before enrolling. Lecture, discussion, and 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; A-F 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 CBN 1027 or equiv, Kin major or #; A-F only)
Tissue and organ function, cell structure, cellular enzymes, energy production, and chemical composition of the body. Nervous, muscular, endocrine, circulatory, renal, respiratory and gastrointestinal physiological control systems studied in detail using clinical, exercise, sport, and work examples.

Kin 3696. Supervised Practical Experience. (1-10 cr [max 10 cr]; prereq Kin major, #; S-N 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 #; A-F 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; A-F only)
Variability in human performance as influenced by interaction with designs of machines and tools, computers and soft-

ware, 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; A-F 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; A-F 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 student or MEd student; §Rec 5111; A-F only)
Steps in planning/building facilities for athletics, physical education, and sport for college, professional, and public use.

Kin 5121. Application of Basic Sciences to Kinesiology. (3 cr; A-F 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 #; A-F 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 #; A-F only)
In-depth view of the concepts, problems, and issues associated with ergonomic applications to improving the design and operation of human workspaces.

Kin 5126. Sport Psychology. (3 cr; prereq 3126 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 #; A-F 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 #)
Focus on the main theoretical ideas and research that have advanced motor control and learning over the 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; A-F 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 init lic/MEd phys ed student or #; A-F 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 #; A-F 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 16 cr]; prereq 5103 or equiv or #)
Observation of and participation in physical education instruction for students with disabilities; discussion of current issues in developmental/adapted physical education and exchange of ideas and problems.

Kin 5235. Advanced Biomechanics II. Kinetics. (3 cr; prereq [3112 or equiv], PMed 5135, undergrad college physics, intro calculus; A-F 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 or #; A-F 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; A-F 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 worksites, managed care organizations, clinics, fitness centers, and educational institutes.

Kin 5371. Sociology of Sport. (3 cr; prereq 3126, grad student or #; A-F 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; A-F 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 5461. Foundations of Sport Management. (3 cr; prereq Kin or Rec major or grad student, MEd; §Rec 5461; A-F 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 5511. Women in Sport and Leisure. (3 cr; prereq §Rec 5511; A-F only)
Critically examines women's involvement in/contributions to sport, physical activity, and leisure.

Kin 5621. Advanced Athletic Training: Evaluation of Athletic Injury. (3 cr; prereq 3114, CBN 1027; A-F only)
Theory, principles, and techniques necessary to recognize and evaluate athletic injury that occurs to all major body parts.

Kin 5622. Therapeutic Modalities in Athletic Training. (3 cr; prereq 3114; A-F only)
Theoretically based guide for the use of therapeutic modalities for the management of athletic injuries in a practical setting.

Kin 5697. Student Teaching: Coaching. (3 cr; prereq admission to coaching program)
Student coaching experience under the supervision of a mentor coach. Required of candidates for coaching certificate.

Kin 5720. Special Topics in Kinesiology. (1-8 cr [max 9 cr]; prereq upper div undergrad or grad student in Kin 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 Physiology. (3 cr; prereq #; A-F only)
In-depth view of concepts, problems, and issues in ergonomic applications to improve human workspace design and

operation. Critical evaluation of ergonomic tools and methodologies, practical experience in criticism and redesign, and principles necessary for design of efficient future systems.

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 or #; A-F 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, MEd student, or #; A-F 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 #; A-F 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]; prereq PEL; A-F 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; A-F 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], [Phsl 3051 or equiv]; A-F 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; A-F 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, #; A-F only)

Independent study under tutorial guidance.

Kin 5995. Research Problems in Kinesiology or Physical Education. (1-6 cr [max 6 cr]; prereq grad or MEd student in Kin or #; A-F only)

Focus on selected topics in physical activity/human performance.

Kin 6151. Theoretical Foundations of Curriculum and Instruction in Physical Education. (2 cr; prereq init lic/MEd phys ed; A-F 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 init lic/MEd phys ed; A-F 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 init lic/MEd phys ed; A-F 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, init lic/MEd phys ed or #; S-N only)

Half-day supervised teaching in an urban elementary school physical education setting.

Kin 6597. Clinical Experience II: Physical Education. (4 cr; prereq 6596, init lic/MEd phys ed or #; A-F 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, init lic/MEd phys ed or #; A-F 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 enrollment in math init lic 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 algebra. Content and issues relevant to the algebra curriculum. Instructional materials and technology appropriate for algebra. 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 enrollment in math init lic)

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. (1-3 cr [max 9 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 tchg license or elem ed MEd or special ed 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 (WWW), and on activities appropriate for K-12 classes.

MthE 5200. Special Topics in School Mathematics. (1-6 cr; prereq ed or grad student; A-F only)

Historical and contemporary trends, issues, and topics in K-12 mathematics education.

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 MEd or grad student or #)

Methods, materials, and curriculum development; principles of learning; review of research; preparation and evaluation of tests, units, and materials of instruction; recent developments in mathematics curriculum and instructional alternatives; issues in teaching and learning; program planning and evaluation.

MthE 5355. Mathematics for Diverse Learners. (3 cr; prereq teaching license or student in elem ed or special ed 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 #; S-N only)

Student teaching in secondary school mathematics classes.

MthE 5993. Directed Studies in Mathematics Education. (2 cr; prereq math ed MEd student, #; S-N only)

Secondary school classroom teaching project designed to improve specific teaching skills, planned by student and approved and directed by student's adviser as part of M.Ed. program.

Recreation, Park, and Leisure Studies (Rec)

Rec 5101. Foundations of Recreation. (3 cr; prereq MEd or grad student or #; A-F only)

Investigation of the rationale, 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; A-F only)

Steps in planning and building facilities for athletics, physical education, and sport for college, professional, and public use.

Rec 5161. Recreation Land Policy. (3 cr; prereq 1501 or 5101 or #; A-F 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 #; A-F 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 #; A-F only)
Purposeful intervention; roles of specialist/recreation therapists in meeting cognitive, physical, emotional, social needs of people with disabling conditions through recreation services; roles of specialist/recreation therapists changing societal attitudes toward illness and disability and the self-concepts of individuals with impairments.

Rec 5221. 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. Recreation and Persons With Developmental Disabilities. (3 cr; prereq 5211 or #; A-F only)
Issues relating to leisure services for persons with developmental disabilities; approaches to programming, including behavioral methods, in home, school, and community settings.

Rec 5241. Leisure and Aging. (3 cr; prereq 3541 or 5111 or #; A-F only)
Role of leisure in the maintenance of mental, physical, and social-emotional health and functioning. Pertinent issues relative to prevention of impairments and disability, rehabilitation, support of vital life involvement, and the impact on the design and delivery of recreation services.

Rec 5271. Community Leisure Services for Persons With Disabilities. (3 cr; prereq 1501, Rec major, or #; A-F 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; A-F 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; prereq 2151 or #; A-F only)
Rationale for and methods used in the application of wilderness and adventure education programs in education, recre-

ation, corporate, and human service settings. Emphasis on adventure and wilderness program management.

Rec 5311. Programming Outdoor and Environmental Education. (3 cr; A-F only)
Methods, materials, and settings for developing and conducting environmental and outdoor education programs.

Rec 5461. Foundations of Sport Management. (3 cr; prereq Kin or Rec major or #; §Kin 5461; A-F only)
Theories/techniques in administering/managing sport enterprises. Organizational theory/policy. Practical examples of sport management skills/strategies.

Rec 5511. Women in Sport and Leisure. (3 cr; §Kin 5511; A-F only)
Critically examines women's involvement in/contributions to sport, physical activity, and leisure.

Rec 5801. Legal Aspects of Sport and Recreation. (4 cr; prereq 3551 or 5461 or #; §Kin 5801; A-F only)
Legal issues related to recreation, park, and sport programs/facilities with public/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; A-F 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 #; S-N only)
Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

Sport Studies (SpSt)

SpSt 3621. Applied Sport Psychology. (2 cr; prereq SpSt majors only; A-F only)
Understanding psychological theories and techniques as they apply to sport performance and the personal growth of sport participants.

SpSt 3641. Training and Conditioning for Sport. (2 cr; prereq Kin or SpSt major; A-F only)
Overview of the history, development, and current philosophies of physical training methods used in sport. Theory and scientific basis for training methods will be covered as well as methods for evaluation and prescription.

Work, Community, and Family Education (WCFE)

WCFE 5002. Thinking, Learning, and Teaching in WCFE. (3 cr; A-F only)
Nature of thinking and learning in everyday life contexts of family, work, and community. Theory and practice relevant to stimulating and supporting thinking and learning in and for these contexts.

WCFE 5011. Technology and Public Ethics. (3 cr; A-F only)
Nature of technology. Values and ethical issues related to technology. Technology and the transformation of the workplace, family, and 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; S-N 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 leadership responsibilities; 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; S-N 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; A-F 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; A-F only)
Purposes, recipients, practices, legislation, funding, and 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; A-F only)
Educational activities, teaching, communications methods and techniques for youth and adults focused on various outreach and extension services in different global settings.

WCFE 5351. Methods for Change in Developing Countries. (3 cr; §AFEE 5351; A-F 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 actual change 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; A-F 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; A-F 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. Nonformal Education in Youth-Serving Organizations. (3 cr; A-F only)
Examination of the language, historical influences, and educational philosophies fundamental to youth development work in organizations serving youth.

WCFE 5414. Issues in Youth Development Leadership. (3 cr; A-F 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 in Youth Development Leadership. (1 cr [max 4 cr]; S-N only)
Applies the principles of healthy youth development, nonformal learning venues, and experiential education to the practice and policies of community-based youth work. Individual and group projects focus on applied research, community-based teaching and learning, and foundations of ethical practice. Four-course sequence.

WCFE 5496. Leadership Field Experience: Youth Development. (3 cr; S-N only)
Field experience to demonstrate leadership in support of healthy youth development. Work in agency dedicated to community-based youth programming, education, public policy, and advocacy for children, youth, and 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, and connecting activities; processes for building community support; and leadership relating to school-to-work education.

WCFE 5696. Teaching Internship: Introduction. (1 cr; prereq admission to an init lic program; S-N only)
Initial experiences in the teaching profession provided through observations of school organization 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 for init lic program)
Part-time supervised teaching experience in a school. Seminars on becoming a reflective educator and on managing students' learning in the context of work, community, and family education programs in contemporary schools.

WCFE 5698. Teaching Internship. (3-8 cr [max 8 cr]; prereq admission to an init lic program)
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 disadvantaging 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 ▲)
Self-directed study, with faculty advice, in areas not covered by regular courses.

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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.

The University's mission, carried out on multiple campuses and throughout the state, is threefold:

Research and Discovery—Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

Teaching and Learning—Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

Outreach and Public Service—Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.

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artwork on front and back covers: Linda Frichtel

Postal Statement

Volume 102, Number 11
August 6, 1999

University of Minnesota
(USPS 651-720)

Published by the University of Minnesota, Office of the Vice President for Student Development & Athletics, Communications & Publications, 110 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455-0213; once in June and November; twice in February, May, July, and August; and three times in April. Periodicals postage paid at Minneapolis, Minnesota. POSTMASTER: Send address changes to University of Minnesota, 110 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455-0213.

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