

Graduate Courses of Study

MASTER OF ARTS IN TEACHING (M.A.T.)

ART

ART 600.PRACTICES FOR TEACHING ART: MATERIALS AND METHOD (FALL)

This course focuses on translating theory into practice in the art classroom. The graduate studio/seminar assignments are designed to prepare or update teaching professionals in the field of art. Topics of seminars and the focus of studio strategies are based on current concerns in the profession, such as discipline based arts education, multiculturalism, meeting the needs of a diverse student population, use of instructional technology and portfolio assessment. After students have taught and critiqued model lessons, they will move into a two-week clinical experience in public school. Prerequisite: Undergraduate degree in Art, in Art Education, or acceptance into the MAT graduate degree program of permission of the instructor. *Six semester hours.*

ART 611.CURRICULUM DEVELOPMENT IN ART, K-12 (SUMMER)

In this course, students will develop long-range curriculum plans supporting the “National Standards for Art Education” for art instruction for kindergarten through secondary school. Emphasis will be placed on providing age-appropriate content for the artistic development of children, theories of learning with significance for art expression, and meeting the needs of diverse learners. Program advocacy and grant writing for support of school arts programs will be modeled through course assignments. Prerequisite: Acceptance into the MAT graduate degree program or permission of the instructor. *Three semester hours.*

ART 621.HISTORY AND PHILOSOPHY OF ART EDUCATION (SUMMER)

This course provides an introduction to art education as a profession through examination of art education history, curricular developments and theories and philosophies. Current issues in the field are addressed through review and response to research. This course will provide the student with a historical context for current theory and practice and will encourage continued personal growth and contributions to the profession. A clinical experience will allow students to examine art education practices involving public school students. Prerequisite: Acceptance into the MAT graduate degree program or permission of the instructor. *Three semester hours.*

ART 630.ART CONTEXTS FOR ART EDUCATION (SUMMER)

This course emphasizes acquiring knowledge and presentation skills related to the cultural contexts of art represented in both global and Western European traditions and contemporary fine art and craft. Students develop instructional units supporting the “National Standards for Art Education.” Acceptance into the MAT graduate degree program or permission of the instructor. *Three semester hours.*

ART 640.COMPUTER AND MEDIA TECHNOLOGY (SUMMER)

This course focuses on the application of instructional technology to art education including the research and preparation of instructional materials and the use of appropriate media to document and present electronically a defensible integration of the student’s program of studies in art education. Enrollment in courses for completion of MAT graduate degree program or permission of instructor. *Three semester hours.*

ART 650.CRAFTS DESIGN AND PRODUCTION

This course emphasizes studio art production for craft forms appropriate to the goals of art education. Media selection offers potential for both challenge and success, for development of multicultural contexts and personal creativity, and for compatibility with the budget and space restrictions of public school art classes. Crafts media may include ceramics, textiles, and enameling and/or may vary based on student interests and the use of current cultural resources. *Three semester hours.*

ART 660.DESIGN AND SCULPTURE

This course emphasizes studio production of quality 3-D design and sculptural projects from readily available, inexpensive materials using simple processes appropriate for instruction of young students from kindergarten to advanced secondary levels, as well as students with special needs. Attention will be given to management of the studio classroom and to projects that teach 3-D problem solving while utilizing limited space and easily manipulated materials. Prerequisite: Undergraduate degree in studio art, acceptance into the MAT graduate degree program, or permission of the instructor. *Three semester hours.*

ART 661.GRADUATE EXHIBITION (SUMMER)

This course contains two major components. The first is an internship experience in the selection and preparation of artworks for exhibition and the installation and publicity of the art exhibit for educational purposes. Completion of this component will be documented through a journal of the experience. The second component is the selection of works, preparation, installation and publicity of an interpretive gallery exhibit of the student's own work completed in studio and art education courses in the graduate program. Completion of this component will be documented through the actual exhibition and demonstrated knowledge of proper exhibition practices. Prerequisites: ART 600, ART 611, ART 650, ART 660, EDUC 666. *Three semester hours.*

EDUCATION

EDUC 603. CULTURAL DIVERSITY IN EDUCATION

A study of systems of education in a variety of cultural settings in the modern world. Particular emphasis is given to the diverse nature of cultures and language systems. *Three semester hours.*

EDUC 604.SCHOOL AND SOCIETY

The course will provide a broad overview of program and issues involving various aspects of schooling as they relate to the needs of society. The students will explore social, multicultural, economic, and political problems that American education is expected to ameliorate. The student will also study the history, philosophy, organization, and operation of schools, along with a consideration of the teacher's role. A clinical experience will allow students to examine current practices in public school classrooms. Prerequisite: Acceptance into the MAT graduate degree program. *Three semester hours.*

EDUC 625.THE LEARNER

This course will provide an overview of life-long human growth and development (physical, social, intellectual, and emotional) with a focus on the characteristics of exceptional individuals (handicapped and gifted). Attention will also be given to the study of modern psychological principles and methods as they impact upon the major learning theories. *Three semester hours.*

EDUC 657.STRATEGIES AND TECHNIQUES FOR SCIENCE TEACHING

This course will include an emphasis upon management and instructional strategies to promote investigation science skills at the elementary level. Special attention will be given to individualizing instruction. Connections will be made with the SC Curriculum Standards and the National Science Teaching Association Standards. *Three semester hours.*

EDUC 663.CONTENT AREA READING AND ASSESSMENT

This course contains two major components. The first involves a study of the background information and needed by secondary teachers for guiding pupils' growth through reading. Teachers will identify reading skills needed in content areas, will assess pupil development of those skills, and will adjust content instruction to variations in reading development. The second component focuses on selection, administration, and interpretation of both formal and informal assessment instruments. Prerequisite: Acceptance into the MAT graduate degree program. *Three semester hours.*

EDUC 664.PRINCIPLES OF TEACHING

This course will include a blending of learning theory and educational psychology. Major learning theories will be studied from the perspective of what is known about how individuals learn. Students will examine the structure of appropriate classroom practice which is based upon knowledge of learning principles. Methods and materials appropriate for incorporating computers in content classrooms and models of classroom management will be explored. Methods of conducting and interpreting research will be taught in order for students to examine the best knowledge of how individuals learn and to support them in planning instruction accordingly.

Prerequisite: Acceptance into the MAT graduate degree program. *Three semester hours.*

EDUC 666.STUDENT TEACHING

This course, open only to graduate students in the Master of Arts in Teaching program, involves observation, participation and supervised teaching in the public schools. It also includes a series of seminars dealing with issues in effective teaching. Prerequisite: Acceptance into MAT graduate degree program, completion of prescribed courses and passing scores on Praxis II tests required for certification. Graded pass/fail. *Twelve semester hours.*

MASTER OF EDUCATION (M.Ed.)

EDUCATION

EDUC 603.COMPARATIVE EDUCATION

A study of the systems of education in a variety of cultural settings in the modern world. Particular emphasis is given to the diverse nature of cultures and language systems. *Three semester hours.*

EDUC 606.PHILOSOPHY AND HISTORY OF EDUCATION

This course will provide a broad overview of problems and issues involving various aspects of schooling as they relate to the diverse needs of society. Students will explore social, multicultural economic and political problems that American education is expected to ameliorate. Students will study the history and philosophy of education and their effect upon current and future trends in school organization and operation as well as a consideration of their impact upon teacher roles. *Three semester hours.*

EDUC 620.APPLIED CONTEMPORARY LEARNING THEORIES

This course includes a survey of contemporary learning theories, both established and evolving, and the manner in which each is reflected in all aspects of the educational process. Emphasis is placed upon the connections between educational research and pragmatic application of the research in instructional settings. *Three semester hours.*

EDUC 621.EDUCATIONAL MEASUREMENT

A study of educational measurements with particular reference to such concepts as validity and reliability of various types of measurement. *Three semester hours.*

EDUC 622.ADVANCED HUMAN GROWTH AND DEVELOPMENT

This course addresses the study of human growth and development throughout the total life span, prenatal development through death. All factors which have an impact upon each stage of development are explored in depth, with major emphasis placed upon those factors uniquely indicative of each stage of development. *Three semester hours.*

EDUC 623.METHODS AND MATERIALS OF EDUCATIONAL RESEARCH

This course is a study of the major methods and techniques of research employed in education as they relate in a historical context, to current practice and the role they will play in the projected needs of the future. As a result of this study, students will be able to comprehend the significance of educational research, analyze results, and evolve as reflective practitioners and change-agents within their chosen field. *Three semester hours.*

EDUC 640.CURRICULUM DEVELOPMENT IN THE ELEMENTARY SCHOOL

This course includes a study of the underlying principles of curriculum development and implementation derived from the successful curriculum integration demonstrated by exemplary elementary schools and classrooms. An emphasis will be placed upon best practices that match curriculum principles to the developmental level of the individual student. *Three semester hours.*

EDUC 642.PROBLEMS AND ISSUES IN CONTEMPORARY EDUCATION

A study of current problems in education with particular reference to social, economic, and political factors and the impact on school activities. *Three semester hours.*

EDUC 643.MIDDLE SCHOOL ORGANIZATION AND CURRICULUM

This course is a study of the middle level school and its unique place in today's public school organization. Underlying principles of curriculum development and implementation based upon classroom research conducted in exemplary middle school will be included. Connections with the South Carolina curriculum standards will be made. *Three semester hours.*

EDUC 648.DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES IN THE ELEMENTARY SCHOOL

This course includes a study of theories of causation of reading difficulties and the appropriate use of techniques, procedures, and materials for the correction of reading disorders. Special focus on variations related to diverse populations. *Three semester hours.*

EDUC 652.SPECIAL PROBLEMS IN EDUCATION

In consultation with other education agencies, selected problems in education will be identified, studied and resolved. (Ordinarily this course is available as a workshop for a specific group of professional personnel with common concerns.) *One to three semester hours.*

EDUC 655.METHODS OF TEACHING CONTENT AREA READING AND WRITING

This course is a study of methods, materials and competencies useful for integrating reading and writing instruction into subject matter instruction to meet the needs of elementary/middle level learners. The course includes current research conducted in exemplary elementary/middle schools. *Three semester hours.*

EDUC 656.BEHAVIOR & CLASSROOM MANAGEMENT

The purpose of the course is to provide students with (a) an understanding of the basic principles of behavior management for individuals and groups, and (b) the application of those principles for creating positive behavioral support and designing effective classroom management systems. A focus is on preparing reflective practitioners to apply a variety of methods and philosophies for individuals and groups in general and special education settings. *Three semester hours.*

EDUC 657.STRATEGIES AND TECHNIQUES FOR SCIENCE TEACHING

This course will include an emphasis upon management and instructional strategies to promote investigative science skills at the elementary/middle level. Special attention will be given to individualizing instruction. Connections will be made with the South Carolina curriculum standards and the NSTA standards. *Three semester hours.*

EDUC 658.THE INTEGRATION OF LANGUAGE ARTS AND SOCIAL STUDIES

This course addresses the development and implementation of the integration of the disciplines of language arts and social studies in a manner that matches the developmental needs of elementary learners. South Carolina curriculum standards for both social studies and language arts will be utilized throughout this course. *Three semester hours.*

EDUC 672.TEACHING PERSONS WITH LEARNING DISABILITIES

A survey of teaching techniques and remediation activities for persons with learning disabilities. *Three semester hours.*

EDUC 673.PRACTICUM IN LEARNING DISABILITIES

An application of diagnostic/prescriptive teaching techniques with students identified as having specific learning disabilities. *Three semester hours.*

EDUC 676.ASSESSMENT OF DIVERSE LEARNERS, P-12

This course is designed to provide the theoretical background concerning academic disability, diagnostic instruments, and prescriptive approaches necessary for developing basic academic skills for the elementary and secondary student with diverse learning needs. Emphasis will be placed on practical experience in assessment, error analysis, planning, and implementing remediation with a student in the content areas. *Three semester hours.*

EDUC 677.CHARACTERISTICS OF INDIVIDUALS WITH LEARNING, MENTAL & EMOTIONAL DISABILITIES

This course is designed to introduce the student to the theoretical framework of special education for individuals with mild/moderate disabilities, early childhood through adolescence. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with mild/moderate mental, learning, and behavior disabilities as well as autism and traumatic brain injury. *Three semester hours.*

EDUC 678.INTRODUCTION TO EXCEPTIONAL CHILDREN, K-12

An introduction to the unique nature and needs of students with exceptionalities in the public schools, including early childhood intervention through adolescence. Special emphasis is placed on etiology, diagnosis and teaching strategies for students with exceptionalities in the regular classroom. *Three semester hours.*

EDUC 680, 681 and/or 682.FIELD-BASED INDIVIDUALIZED ACTIVITIES

A semester-long series of learning activities individually designed by the student in consultation with the professor and school building principal. Designed to meet the specific professional needs of the graduate student. Each sequence of activities will include reading, research, and applied skill development activities.

Education 680. One semester hour

Education 681. Two semester hours

Education 682. Three semester hours

MONTESSORI**MONT 610.FOUNDATION OF MONTESSORI ELEMENTARY (ages 6-9) EDUCATION**

Sound educational practices in the Montessori classroom must be firmly grounded in the pedagogical and developmental theories of Dr. Maria Montessori. This course incorporates both aspects of Montessori's theory in a unified examination of educational practices at the early elementary level. Contemporary theories of child development in the context of the Montessori classroom will also be examined. Six (6) hours of observation in Montessori elementary classrooms required. This course is web enhanced. *Three semester hours.*

MONT 611.MONTESSORI METHODS: ELEMENTARY (ages 6-9) MATHEMATICS

An introduction to the primary elementary Montessori mathematics curriculum. Topics include concept of number and quantitative relationships; the four fundamental operations; the laws of arithmetic; base systems; ratio and proportion; problem solving; and exponential notation. *Three semester hours.*

MONT 612. MONTESSORI METHODS: ELEMENTARY (ages 6-9) LANGUAGE

An introduction to the lower elementary Montessori language curriculum. Topics include assisting the child's oral language expression, reading and writing, grammar functions (parts of speech), structural grammar (sentence

analysis), literature, and the acquisition of library/reference and research skills. Special emphasis will be given to the integration of language activities throughout the total curriculum. *Three semester hours.*

MONT 613. MONTESSORI METHODS: ELEMENTARY (ages 6-9) SOCIAL STUDIES

An overview of the Montessori studies curriculum for ages 6-9, with an emphasis on the Great Lessons. Topics include the fundamental needs of humans, concepts of time, theories of creation, evolution, and physical and cultural geography. Integration of cultural topics into the elementary curriculum, with particular focus on writing and research will be covered. *Three semester hours.*

MONT 614. MONTESSORI METHODS: ELEMENTARY (ages 6-9) Biological and Physical Science

An overview of the Montessori science curriculum for ages 6-9, with an emphasis on the biological sciences. Topics include classification of chordate and non-chordate animals, botany, anatomy, ecology and the physical sciences. Integration of science topics into the elementary curriculum, with particular focus on writing and research will be covered. *Three semester hours.*

MONT 615. MONTESSORI METHODS: ELEMENTARY (ages 6-9) MATH II AND GEOMETRY

A follow-up of more advanced mathematics materials, as well as a study of geometry. Topics include measurement, estimation, probability, fractions, nomenclature for geometric forms, lines, angles, similarity, congruence and equivalence. *Three semester hours.*

MONT 616. MONTESSORI METHODS: ELEMENTARY (ages 6-9) Creative Arts, Movement & Practical Life

This class will emphasize the integration of the arts and practical life skills into the everyday life of the lower elementary classroom. Students will explore various art media, craft techniques and music and movement techniques. Topics include the use of technology, food preparation, construction and outdoor skills with particular emphasis on how they can be integrated into the academic curriculum. *Three semester hours.*

MONT 617.PRACTICUM I

This class, which meets for two weekend seminars each semester during the practicum phase, assists the novice teacher in the design of the classroom environment, establishing ground rules and effective classroom routines, developing parent communication strategies, instructional planning, observation techniques, assessment and record keeping. The student will receive guidance in creating and implementing an action research project. *Three semester hours.*

MONT 618.PRACTICUM II

This class is a continuation of Practicum I. It meets for two weekend seminars during the spring semester of the practicum phase. Prerequisite: "B" or better in MONT 617: Practicum I. *Three semester hours.*

MONT 683.MONTESSORI METHODS: PRACTICAL LIFE

The exercises of Practical Life form the child's foundation. Topics include how to prepare the exercise of Practical Life, grace and courtesy, control of movement, control of the person, care of the environment, and food and nutrition. Teachers will also learn how to analyze each child's development of independence that occurs from using the exercises. A gradual level research component will be required. Prerequisite: Permission of the instructor. *Three semester hours.*

MONT 684.MONTESSORI METHODS: SENSORIAL

Teachers will learn to use the materials that aid children with the development and refinement of their senses in seven areas - size, color, form, touch, sound, smell and taste. Teachers will also learn to observe each child's development of classification and seriation, and to use the instructional strategy of the 3 Period Lesson. A graduate level research component will be required. Prerequisite: Permission of the instructor. *Three semester hours.*

MONT 685.MONTESSORI PHILOSOPHY AND EDUCATIONAL THEORY & ADMINISTRATION/PARENT EDUCATION

Topics include an historical overview of Montessori and the Montessori movement and the philosophy of the absorbent mind, sensitive periods, logical mathematical mind, spiritual and moral development of the child. The course also explores how these topics relate to children, classroom materials, peace education, the role of the teacher, and the prepared environment. A graduate level research component will be required. Prerequisite: Permission of instructor. *Three semester hours.*

MONT 686.METHODS OF OBSERVATION & CLASSROOM LEADERSHIP

This course introduces teachers to reflective practices of observation and record keeping. Being open to and being willing to be informed by observation are two important aspects of the Montessori method. Teachers will also observe other Montessori classrooms during their practicum. The classroom leadership component of this course involves student teacher with designing the prepared environment, establishing daily routines, starting a new class, lesson strategies, evaluation, positive discipline, effective communication and problem solving. A graduate level research component will be required. Prerequisite: Permission of instructor. *Three semester hours.*

MONT 687.MONTESSORI METHODS: LANGUAGE

Topics of this course include oral expression, age-appropriate visual and auditory perceptual experiences, vocabulary development and enrichment, work study, beginning hand writing, expressive writing, and the first part of the functions of words. Teachers will learn how to present the language exercises to foster children's early literacy development. A graduate level research component will be required. Prerequisite: Permission of instructor. *Three semester hours.*

MONT 688. MONTESSORI METHODS: MATHEMATICS

This course begins with the philosophy of the "mathematical mind". Additional topics include numeration to 9,999, place value, linear counting, the four operations, memorization of math facts, and an introduction to fractions. Teachers will learn how to present the Mathematics materials and to observe each child's progress toward abstracting mathematical concepts. A graduate level research component will be required. Prerequisite: Permission of instructor. *Three semester hours.*

MONT 693.MONTESSORI METHODS; INTEGRATED CURRICULUM

The objectives of this course are to acquaint the Montessori teacher candidate with the sequence and materials for teaching social studies, science and creative arts in the context of Montessori's "Cosmic Curriculum," a holistic approach to natural science, multicultural studies and artistic expression. *Three semester hours.*

RECERTIFICATION

These 600 level courses do not apply toward an advanced degree (recertification only).

BIOLOGY

BIOL 601.TOPICS IN BIOLOGY FOR TEACHERS

A study of selected biological topics designed to provide recertification credit for elementary and secondary school teachers with minimal science backgrounds. The course is open to all teachers but is especially intended for grades 4-10. The topic selected for consideration will vary and will be announced in the current Lander University Class Schedule. Participants will learn current concepts and use laboratory/field methods pertinent to the topic. One to four semester hours credit consisting of lecture and laboratory as appropriate. May be taken for additional credit as topic changes. Prerequisites: BS/BA degree or permission of Instructor. *One to three semester hours.*

BIOL 612.SPECIAL TOPICS IN GENETICS

An examination of topics in genetics likely to be important to individuals with undergraduate training in the biological and physical sciences, including secondary school teachers, laboratory personnel, and practicing medical clinicians. Specific topics may include an examination of contemporary knowledge in genetics including human genetics, molecular genetics, the Human Genome Project, genetic basis of disease and cancer, genetic screening, prenatal diagnoses, etc. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. *Three semester hours.*

BIOL 614.CONTEMPORARY TOPICS IN GENETICS-A HANDS-ON APPROACH

An examination of current topics in the field of human and medical genetics. Genetic professionals will provide accurate analyses of these topics and serve to clarify much of the public media's information. Emphasis will focus on known results of the Human genome Project (HGP) and how these results are and will be used in healthcare. This course includes didactic instruction but primary emphasis is on break-out sessions, allowing for small group interactions and hands-on activities appropriate for classroom use. Prerequisites: BS/BA in Biology or Chemistry, or permission of the instructor. *Three semester hours.*

CHEMISTRY

CHPD 501.TOPICS IN CHEMISTRY FOR TEACHERS

Covers a selected chemical topic designed to provide recertification credit for elementary and secondary school teachers with minimal science backgrounds. Open to all teachers; especially intended for grades 4-12. The topic is announced in the Class Schedule. Participants learn concepts and use laboratory/field methods pertinent to the topic. *One to three semester hours credit consisting of lecture and laboratory as appropriate. May be repeated with different topics.*

EDUCATION

EDPD 552.SPECIAL TOPICS IN EDUCATION

Identified topics in education available for a specific group of professional personnel with common concerns. *Three semester hours.*

FRENCH

FRPD 510.MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES

A study of organized activities which meet the needs of students on the secondary level. Emphasis is placed on resource materials and teaching strategies that contribute to effective language production. Prerequisite: Bachelor's degree. *Three semester hours.*

FRPD 590.PRACTICUM IN FRENCH COMMUNICATION AND CULTURE

In the context of a total immersion situation, teachers of French promote learning proficiency in the target language through creative uses of language skill development activities; develop fluency, pronunciation, and conversation skills; design and introduce techniques to stimulate student interest and curiosity through a series of integrated learning activities. Prerequisite: Bachelor's degree. *Three semester hours.*

HISTORY

HIPD 552.SPECIAL TOPICS FOR TEACHERS OF HISTORY

A special topics course designed to meet the needs of teachers seeking graduate credit for recertification through the South Carolina State department of Education. Specific titles under the "Special Topics" label will reflect both needs and interests of teachers while addressing the South Carolina State content standards. These standards will be reflected in course syllabi. Prerequisite: Bachelor's degree in education from a regionally accredited college or university. *Three semester hours.*

MATHEMATICS

MAPD 552.SPECIAL TOPICS FOR TEACHERS OF MATHEMATICS

A special topics course designed to meet the needs of teachers seeking graduate credit for recertification through the South Carolina State Department of Education. Specific course titles under the “special Topics” label will reflect both needs and interests of teachers while addressing the South Carolina State content standards. These standards will be reflected in course syllabi. Prerequisite: Bachelor’s degree in Education from a regionally accredited college/university. *Three semester hours.*

PHYSICAL EDUCATION

PEPD 570.SPECIAL TOPICS IN PHYSICAL EDUCATION AND EXERCISE STUDIES

This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the PEES Division in cooperation with other educational agencies. Generally, course topics will include subject matter not likely to receive thorough coverage in the general curriculum. Prerequisite: Bachelor’s degree or permission of the instructor. *Three semester hours.*

SPANISH

SPPD 510.MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES

A study of organized activities which meet the needs of students on the secondary level. Emphasis is placed on resource materials and teaching strategies that contribute to effective language production. Prerequisite: Bachelor’s degree. *Three semester hours.*

SPPD 590.PRACTICUM IN SPANISH COMMUNICATION AND CULTURE

In the context of a total immersion situation, teachers of Spanish promote learning proficiency in the target language through creative uses of language skill development activities; develop fluency, pronunciation, and conversation skills; design and introduce techniques to stimulate student interest and curiosity through a series of integrated learning experiences. Requires 20 hours of pre-workshop preparation and a comprehensive evaluation at conclusion of program. Prerequisite: Bachelor’s degree. *Three semester hours.*

THEATRE

THPD 521.THEATRE TECHNOLOGY AND SAFETY FOR THEATRE EDUCATORS (SUMMER)

Students will study, from both a theoretical and hands-on point of view, the techniques and technologies of theatre production departments including scenery, lighting, sound, and properties. The safe use of resources will be discussed as each department is explored. Prerequisite: Bachelor’s degree. *Four semester hours.*

THPD 571.MUSICAL THEATRE (SUMMER)

Explore the music and style of production of musical theatre plays. Students will learn choreographic styles, scoring, and approaches to production that will enable them to more easily produce musicals within their limitations of budget, space, and other resources. Prerequisite: Bachelor’s degree. *Four semester hours.*