

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 or 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

This course emphasizes acquiring knowledge of 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 (SUMMER)

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. Prerequisite: ART 600, ART 611, ART 650, ART 660, EDUC 666 and concurrent enrollment in ART 640. *Three semester hours.*

EDUCATION

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 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 in the 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 665.PRACTICES OF TEACHING

Students will use classroom simulation to implement the major models of teaching. They will learn the direct presentation method, questioning techniques, concept identification and teaching, guided discovery, cooperative learning, and inquiry teaching. Individuals will develop curriculum, unit and daily

plans, and assessment based upon learning theory and national and state guidelines. After students have taught and critiqued lessons, they will move into a clinical experience in a public school. The major focus of the clinical experience is upon being able to both teach and manage public school students who are functioning on a variety of levels. This course must be taken simultaneously with either SCI 665 or ENGL 665 because the methods courses will be cooperatively planned and taught. 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. *Twelve semester hours.*

MASTER OF EDUCATION (M.Ed.)

EDUCATION

EDUC 602.SCHOOL-COMMUNITY RELATIONS

A study of the development of positive relationships between schools and their communities with emphasis on communication skills. *Three semester hours.*

EDUC 603.COMPARATIVE EDUCATION

A study of systems of education in a variety of cultural settings in the modern world. *Three semester hours.*

EDUC 605.THE BRITISH EDUCATIONAL SYSTEM

The British Educational System is the core class intended to provide a context for study in Great Britain. It will be taught both on campus and through visits to appropriate schools. Topics include Britain and the British culture, the English educational system, the National Curriculum, and the local environment. *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.*

***Required of all degree-seeking students in the first 12 hours of the program.*

EDUC 626. MULTICULTURAL EDUCATION IN AN ENGLISH CONTEXT

Students will study multicultural education in English schools as well as compare U.S. and English approaches to diversity. Seminars will be augmented by field studies conducted in London schools. *Three semester hours.*

EDUC 633. STRATEGIES AND TECHNIQUES FOR TEACHING MATH 5-8

This course is designed for middle level teachers or curriculum developers. Emphasis will be placed on current research in psychology and mathematics instruction. Connections will be made to the South Carolina Curriculum Frameworks and the NCTM standards. *Three semester hours.*

EDUC 639. THE INTEGRATION OF LANGUAGE ARTS AND SOCIAL STUDIES AT THE PRIMARY LEVEL

This course addresses the development and implementation of the integration of disciplines of language arts and social studies that matches the developmental needs of the learners. The course includes the current research derived from (1) the successful integration found in successful early childhood and elementary classrooms and schools, (2) the literature-based movement in reading and language arts, and (3) recent research in cognitive science and neuroscience about how children learn. *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 Frameworks will be made. *Three semester hours.*

EDUC 644. LANGUAGE ARTS PROGRAM

A study of the development of speech and language in the child with particular reference to the role of classroom teacher and classroom activities. *Three semester hours.*

EDUC 647. SOCIAL STUDIES PROGRAMS

A study of teaching procedures and instructional materials designed to encourage pupil discovery and learning in social studies. *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 exhibited by primary level learners. *Three semester hours.*

EDUC 649. PRACTICUM IN READING

Supervised practicum in the use of diagnostic tools and providing remedial assistance to disabled readers in the public schools. Prerequisites: EDUC 648. *Three semester hours.*

EDUC 650. TEACHING THE CHILD WITH SPECIAL NEEDS IN A PRIMARY CLASSROOM

This course is a study of students with special needs in the primary classroom. Particular reference to designing appropriate learning activities and strategies matched to student's developmental levels will be included. *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 654. COMPUTERS IN EDUCATION

An introduction to the use of microcomputers in the elementary curriculum. Emphasis is placed upon the role of technology in the classroom. *Three semester hours.*

EDUC 655.METHODS OF TEACHING CONTENT AREA READING

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

EDUC 656.CLASSROOM MANAGEMENT

A study of various methods and philosophies of classroom management. Techniques for individual as well as group management will be studied. *Three semester hours.*

EDUC 657.STRATEGIES AND TECHNIQUES FOR SCIENCE TEACHING GRADES 5-8

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

EDUC 658.THE INTEGRATION OF LANGUAGE ARTS AND SOCIAL STUDIES AT THE MIDDLE LEVEL

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 middle level learners. The course includes the current research derived from (1) successful curriculum integration enjoyed in exemplary middle schools, (2) the literature-based movement in reading and language arts, and (3) recent research in cognitive science and neuroscience about how children learn. *Three semester hours.*

EDUC 659.EMERGENT LITERACY: CONNECTING READING AND WRITING IN THE ELEMENTARY CLASSROOM

The purpose of this course is to study theoretical bases and practical techniques for teaching reading and writing in an integrated manner. The course focuses on reading and writing as processes, infuses Basic Skills instruction into a coordinated program, incorporates multiple subject areas, and capitalizes on student interest and ability. *Three semester hours.*

EDUC 660.TEACHING READING THROUGH A LITERATURE EMPHASIS

The purpose of this course is to serve as an introduction to ways literature can be more effectively integrated in to a traditional reading, language arts program. It focuses on the following: (1) Appreciating quality literature in the reading program, (2) Using literature appropriately, and (3) Implementing literature and reading instruction as elements of a whole language approach, and (4) Expanding teachers' knowledge of ways to use literature in an integrated curriculum. *Three semester hours.*

EDUC 662.CHARACTER EDUCATION IN EARLY CHILDHOOD AND ELEMENTARY CLASSROOMS.

The purpose of this course is for students to gain knowledge about the historical and theoretical foundations of character education. Students will also learn how to integrate character education program models and frameworks into the daily school curriculum. *Three semester hours.*

EDUC 667.WHOLE LANGUAGE IN AN ENGLISH CONTEXT

Students will learn about significant new developments in the teaching and assessment of oracy and literacy in English Primary schools. Students will also gain deeper understanding of language and literacy teaching and learning in general. There will also be a component which compares English and U.S. practices. *Three semester hours.*

EDUC 668.STRATEGIES AND TECHNIQUES FOR TEACHING SCIENCE K-5 GRADE

Emphasis will be placed upon management and instructional strategies to promote investigative science skills at the primary level. Special attention will be given to individualizing instruction. Connections will be made to the South Carolina Curriculum Frameworks and the NSTA standards. *Three semester hours.*

EDUC 669.APPLICATION AND INTEGRATION OF ADVANCED TECHNOLOGY IN THE ELEMENTARY CURRICULUM

Techniques for in-depth analysis of instructional software and application of common programs in instruction. Time will be devoted to the exploration of resources available through the Internet and multi-media for classroom application in specific content areas. Prerequisite: EDUC 654 or permission from the instructor. *Three semester hours.*

EDUC 670.CHARACTERISTICS OF PERSONS WITH MENTAL RETARDATION

Survey of the field of mental retardation including etiology, characteristics and teaching strategies. *Three semester hours.*

EDUC 671.CHARACTERISTICS OF PERSONS WITH LEARNING DISABILITIES

A survey of terminology, causes and characteristics of learning disabilities. *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 675.SPECIAL EDUCATION IN AN ENGLISH CONTEXT

This course will allow students to extend their knowledge, understanding, and skill in the field of special education. It incorporates the study of curriculum with a practical curriculum application project to be carried out in English schools. *Three semester hours.*

EDUC 679.STRATEGIES AND TECHNIQUES FOR TEACHING MATH 1-5

This course is designed for elementary teachers or curriculum developers. Emphasis will be placed on current research in psychology and developmentally appropriate mathematics instruction. Connections will be made to the South Carolina Curriculum Frameworks and the NCTM standards. *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.

EDUC 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 graduate level research component will be required. Prerequisite: Permission of the instructor. *Three semester hours.*

EDUC 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.*

EDUC 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.*

EDUC 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.*

EDUC 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.*

EDUC 688. MONTESSORI METHODS: MATHEMATIC

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.*

EDUC 689. MONTESSORI METHODS: SOCIAL STUDIES

The purpose of this course is assist young children with developing a sense of geographic space, historical time, and multicultural awareness. Topics include the materials for geography and history (i.e., globes, maps, land forms, time lines, calendars, telling time), and international festivals and celebrations. A graduate level research component will be required. Prerequisite: Permission of instructor. *One semester hour.*

EDUC 690.RESEARCH AND THESIS PREPARATION

The development and presentation of a creative research activity. *Three semester hours.*

EDUC 691.MONTESSORI METHODS: PHYSICAL AND LIFE SCIENCE

The objectives of this course are to help children develop an understanding and an appreciation for the beauty and wonder of the natural world around them and the physical laws that govern the natural processes of nature and our human technological environment: to give children a sense of responsibility for the preservation of nature and ecology; to help children learn how to safely interact with nature and technology. A graduate level of research component will be required. Prerequisite: Permission of instructor. *One semester hour.*

EDUC 692.MONTESSORI METHODS: ART, MUSIC, AND MOVEMENT

The Art curriculum provides techniques that promote creative expression. Art activities for the classroom, designing and preparing an art environment, and developing an appreciation for art are highlights of this course. The music/ movement component of this course explores the history of music, exercises in auditory training, music theory, eurhythmics, composition,

kinesthetic and dance. The teacher will learn to integrate music activities with creative movement expression. A graduate level research component will be required. Prerequisite: Permission of instructor. **One semester hour.**

RECERTIFICATION

These 500 level courses do not apply toward an advanced degree (recertification only).

BIOLOGY

BIPD 501.TOPICS IN BIOLOGY FOR TEACHERS

A study of a selected biological topic 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 repeated with different topics. Prerequisites: BS/BA degree or permission of Instructor. **One to three semester hours.**

BIPD 512.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.**

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.**

ENGLISH

ENPD 552.SPECIAL TOPICS FOR TEACHERS OF ENGLISH

A special topics course designed to meet the needs of teachers seeking graduate credit for recertification through the South Carolina State Department of Education. Special 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.**

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.*